THE JOURNAL OF EDUCATION

Volume 130 **NOVEMBER, 1947** Number 8

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Business and Editorial Offices
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as we go to press . . .

We just happen to be in a Thanksgiving mood—with a gratitude so expansive as to include some of our very good friends.

There are, for example, a certain few we as editors can count upon to write and tell us what they liked most and least and all the way in between in that issue of the Journal they have just finished reading. Again, there are those who think our invitation to send along an article or join the "LOAS" is meant for them personally, and the result is something we are proud to pass long to all of you.

Once in a while one of you comes up with a word of appreciation for our news section, The News Digest, and we like to believe many others are as appreciative of that feature as are those who mention it. It might amaze you to know how many news sources are consulted, how many pages of printed or typewritten matter gone over, before we are ready to give you what appear to us to be the most interesting and significant news items of the month. Having selected the items, we trim each story to make every word count and then we grind out a caption which will, we hope, enable you to decide at a glance whether you wish to read what is underneath. The time we spend in digesting The News Digest is never begrudged if it saves time for you and thousands of other readers.

As for LOAS, the Loyal Order of Answer Swappers, we are releasing only two samples for a starter, this month. We admit having some others up our sleeve. Since some of you are similarly hiding the answers we are after we don't feel so guilty as we might. We ought to be showered with answers and would be if all who have ever developed a useful device for meeting an everyday or special problem of the school or classroom would out with it. We can't imagine anyone who has taught as much as three years not having a pet answer or two. To enjoy Answer Swappers and insure its continuance and growth, do a bit yourself, won't you? Thanks.

Longer articles of a howish nature are always especially welcomed.

Your opinions, criticisms, letters, responses of every sort are a constant aid to us in producing the better aimed magazine that we continually strive for.

Your Textbook Reporter

What Next?

Whoever or whatever confers upon a child at any age the knack of independent reading, deserves his everlasting thanks. The storybook called *What Next?* sets out to do just this and to do it 'way down in the second grade.

The adventures of Nancy and her neighbors, along with cats, dogs and what not, seem likely to capture the child's interest, being well told, marked with more or less excitement, and freely interspersed with pictures. But the ulterior motive of the book is contained in its new words, 451 in number—new in the sense that they have not been met before in the Reading for Independence Series. A chapter in the appendix is addressed to the teacher and brings her into the conspiracy, to show the child how to attack each new word, or should we say to identify it as an old friend? Story by story, all the new words are listed for the teacher, and the way to recognize each is given. Phonetic analysis of one sort or another usually does the trick, leaving structural analysis to handle the remainder. What these are, is explained to the teacher.

The "what next" of this innocent looking reader could be a thousand and one nights of happiness through the unlocked gates of literature.

WHAT NEXT? Artley and Gray. Scott, Foresman and Company, Chicago. $1.08.

The High School Curriculum

With their expanding enrolments, high schools have added new courses to meet real or supposed new needs. But haphazard growth does not suffice, as many educators now realize, and complete replanning must be undertaken if these schools are to render maximum service to young people and society. Since the planning and rebuilding of the curriculum is something that calls for the meeting of many minds, representing many different points of view, it is perhaps well that a book dealing with *The High School Curriculum* should be written by many authors. At any rate the book here lined up for inspection has been so produced, with each chapter the work of an individual writer with a right to write. The total result is not what so frequently happens, a mass of conflicting and overlapping material, leaving no clear impression of its message. Instead, this seems almost as well unified as if done by one person—a feat for which the editor Dr. Harl R. Douglass of the University of Colorado, deserves chief credit.

Remaking the curriculum to meet the needs of a complex and changing society is a problem far from simple. Obviously the trend is away from subject matter courses and toward those which stress concrete problems of close concern to modern young people or the community itself. The curriculum makers must have in mind so many facts about current changes, the psychology of teen-agers, and the practical conditions to be met, that their need of an up-to-date and comprehensive manual is self-evident. The experts have put their heads together and produced just such a book—the one here noted.

THE HIGH SCHOOL CURRICULUM. edited by Harl R. Douglass. Ronald ald Press Company, New York. $4.50.

Language for Meaning Series

If you realized at age nine how much lay ahead of you to learn about your mother tongue, to say nothing of other matters you might never have courage to go forward. However, there are books that deal it out to you in easy amounts, lessons you can plainly see are important, rules that seem sensible. No harm if the book has broad pages worthy of a geography, or if you keep meeting illustrations, some in color, all a relief from having to read so many instructions.

Books 3 to 7 in the *Language for Meaning* Series have prompted the foregoing remarks. We note the repeated attention to conversation, letter writing, reports, descriptions, discussions, the use of reference books; the stressing of sentences, punctuation and vocabularly; the absence of overgrading or speeding; the cautious release of formal grammar, most of it reserved for Book Seven, though many troublesome quirks have been explained long before that. You don't need to paste the principal rules in your hat, for they are printed on the inside covers, book by book.

English texts should be friendly but not chummy. They should lead safely to constantly higher ground. This series should score well in these respects and others.

LANGUAGE FOR MEANING SERIES. McKee and others. Houghton Mifflin Company, Boston.

Heroes, Heroines And Holidays

While the evil days come not, when many children have grown to sophisticated to be inspired by heroes, it's a good idea to parade before their eyes the traditional exemplars of courage, and pioneering service. Hence a reader bearing the pleasantly alliterative title *Heroes, Heroines and Holidays* has a readymade welcome awaiting it in many classrooms. The stories are told in simple language for youngish Americans. Some forty celebrities from Columbus to Woodrow Wilson and the two Roosevelts are included. What a lot of holidays we should have by now if every hero thus chronicled had his "day"! But how few holidays the majority of those heroes actually took. Besides the famous persons sure to be found in such a list, there are—well, there aren't any. The book is illustrated both in black and white and in colors and wears a cheerful look to compensate in part for those ought-to-be holidays that must be spent in school, studying heroes.

HEROES, HEROINES AND HOLIDAYS. Thomas and Kelty. Ginn and Company, Boston. $1.14.

Handbook for Remedial Reading

Often the teacher who is not a specialist in remedial reading discovers students whose inability to read as well as their classmates puts them at a disadvantage. Desiring to help such students or to improve the reading efficiency of an entire class, how shall the teacher begin? One way is to become lost in a bibliography of texts and treatises in this field. Another way is to lay hold on a single book that brings together the work of many investigators and experimenters and gives the substance of their conclusions to date. Kottmeyer's *Handbook for Remedial Reading* is one of the latest volumes attempting to tell all in non-

technical language, from how we read with our physical eyes to what may be wrong with our mental apparatus when we read poorly. It does not stop with explaining the reading process and the many possible defects, but goes on to show the presently approved methods of correction. Boldly enough, the author overlooks grade levels, assuming that both fifth grader and the college sophomore who have not learned to read are in the same boat and must be helped similarly. Altogether we might call this book a good first reader for those trying to improve poor readers, meaning people who read poorly.

HANDBOOK FOR REMEDIAL READING. William Kottmeyer. Webster Publishing Company, St. Louis. $2.24.

Siempre Amigos

We remove a small volume from a pile that keeps getting higher and more precarious no matter what we do. *Siempre Amigos* proves to be a reader packed with material about Latin America. There are thirty-five reading lessons, each about a page in length and faced by an apppropriate illustration. The vocabulary must be fairly simple, to judge from our ability to catch the drift of what goes on. Country after country is made the subject of a lesson. There are lessons of a more general nature, telling of discovery, conquest, inhabitants, or liberators such as San Martin and Bolivar. Only the commonest and simplest idioms are introduced, the authors declare. A liberal use of cognates helps to explain our impression of easy travel through these pages. A reader of this sort has obvious value in familiarizing the student with those neighboring lands that render Spanish so important to us North Americans. Plenty of good practice and good friendship is wrapped up in this book.

SEMPER AMIGOS, John M. Pittaro. Macmillan Company, New York. $1.72.

3000 Years of Educational Wisdom

For those who like or are compelled to dig into education's philosophic past, there is a new source book by Professor Ulich of Harvard's education faculty. Into its 600 pages are gathered many documents not heretofore accessible in English, other materials that have escaped anthologies of this sort, and of course, many passages commonly quoted for the students of education's history. The peculiar merit of the volume is in its wide range of selection and in the author's prefatory notes to every extract. He begins with the religionists of India, proceeds with Confucius and Lao-Tse of China, and opens the doors to the thought-contributions of Greece and Rome, of Islam, and so on through the so called moderns, Comenius, Pestalozzi, Herbart, Froebel, Franklin, Jefferson and Emerson. The wisdom mentioned in the title is not simon pure, but mixed with strange alloys. At least the author points out some of the flaws, as well as many places where the pattern of bright gold appears. When today's student of education takes to pick and shovel, he appreciates a guide. This the author-professor tries to be and he has a knack of offering useful clues in few words.

3000 YEARS OF EDUCATIONAL WISDOM, Robert Ulich. Harvard University Press, Cambridge. $6.50.

Developing a Curriculum For Modern Living

If school curricula remain fixed and static while the world moves on, children trained under those curricula will be but remotely prepared for the life they have to face. Hence the present flare for curriculum reshaping is much more than an idle pastime. Again, a group chosen by Teachers College, Columbia to study how curricula should be made, might be expected to emerge with suggestions of great value —and precisely this has occurred. The group under the joint chairmanship of Florence B. Stratemeyer and Hamden Forkner, has produced, *Developing a Curriculum for Modern Living*, which offers a significant clue to this whole problem.

After stating the problem, pointing out its complexities, and advising the full cooperation of everyone concerned, the report discovers that school experiences must be determined by "persistent life situations." What are these? They include the need for health and safety, for being able to think and plan, the esthetic and religious needs, the need for selecting leaders and for getting along with others, the need for understanding important issues—these and many more. In the light of such needs, the curriculum makers will set to work and discover how each fragment of serviceable experience can best be fitted into the program, consistently with the interests and capacities of children at a given age, and always with a certain flexibility and with an eye to completeness. The accomplishment of these aims will not be so easy as the core of the matter is simple. The book goes into generous detail along each major strand. The resulting pattern for a school requires careful organizing, lest it be an uncoordinated jumble. But a book that left no challenge to the curriculum makers would provide only a readymade affair, a predestined dodo.

DEVELOPING A CURRICULUM FOR MODERN LIVING. Stratemeyer, Forkner and others. Teacher's College Bureau of Publications, New York. $3.75.

Adventure for Readers

The real test of a reading program comes in after years, when some one with a flare for statistics might inquire who reads, how much and what. Without such statistics, one can but resort to guesswork, coupled with whatever one knows about the tastes and capacities of children or young people. Before us is a set of five readers, apparently expecting to be followed by two more to complete a course from the seventh grade to the close of senior high school. The word "Adventures" occurs in each of the titles, suggesting that the editors intend the material to be exciting, vivid, captivating to the minds of pupils, grade by grade. Each year's volume is of ample though not monstrous size and its widely varied assortment manages to keep within mental reach of the majority of pupils in that year. At least the newer selections appear to do this, and there has been a noticeable reduction of the traditional staff, some of which has always been bitter medicine.

The series offers a profusion of pieces to enjoy, not a training course in the techniques of reading. In general the selections are grouped under topics, types or other convenient heads. Notes about authors are placed in the appendix. The books for grades seven and eight are first editions. Some of the others are revisions, the nature of which can be inferred from the omission of Ivanhoe and sample essays and the admission of more biographic fragments.

ADVENTURES FOR READERS, etc. compiled by Ross Bowman and others (five volumes plus two in preparation). Harcourt and Brace and Company, New York.

Editorials

So It Isn't the Teacher!

Suppose you are a mature person, about to enroll for one or two advanced courses in a university, and you consult the dean or registrar with a special eye to discovering which teachers have most to give. Suppose, then, that the aforesaid officer informs you that you are on the wrong track entirely, since "research now shows" "modern education knows" it isn't the teacher but the subject matter that counts. Egad! Must you believe it? Or is some one merely trying to enlarge himself by making you feel small?

The great teacher is a personality filled to the brim with knowledge of his subject and with understanding of his students' interests and needs—filled to the brim and running over with the things that inspire and enrich life.

We have paid our respects to the ordinary teacher. May we never withhold that higher respect and admiration belonging to the teacher who is truly great.

Non Veterans in College

We had been deploring the fact that boys just out of high school found their entry into colleges blocked by the presence of so many veterans. Now we learn from an observant college officer that the odds are still against the high school graduate who does succeed in getting in. According to Dean Earl Reed Silvers of Rutgers University, the veterans so far outdistance the boys fresh from secondary schools in scholarship, athletics, journalism and all-around ability to grasp their opportunities, as to make the youngsters feel discouraged. The veterans are so much more serious and mature. They demand good instruction while the lads coming directly from school to college are interested more in marks than in actual attainment.

What does Dean Silvers suggest by way of equalizing this disparity? He wants the high school boys to stay out a year or two until they have somehow managed to grow up. He would have them spend the time in military service or a job.

There is really nothing very new about the discovery that many high school graduates of seventeen or eighteen are too immature to get the most from college. The veterans merely cause the fact to stand out more plainly by contrast. Perhaps it would be better to have the mature and immature undergraduates in separate institutions. But no institution likes to close its doors to veterans, for reasons financial as well as sentimental.

What then shall be done to enable the youngsters to grow up between high school and college? The fates are answering the question for many a stripling by the "All Seats Taken" sign at college portals. Those who have been lucky enough to gain admittance must buck up or accept defeat. It will be interesting to hear from other deans. Some of them may testify that growing up is contagious. Having so large a number of older and more earnest men about the place might just happen to bring some teenagers to their senses.

Thisaway, Thataway

Two news items lighting on our desk the same day prove how difficult it is to grasp what is typically the vogue in these United States.

The first item says that the City of New York, of all places, intends to build neighborhood schools housing only four grades. Located in outlying districts now somewhat remote from existing schools, these new units could be reached without the use of buses. Here the children could feel less overwhelmed by numbers and be free from the dangers of mixing in play with children twice their size. There would be economies too, in the one- story buildings of light construction, devoid of costly equipment.

While our great metropolis thus seeks a return in the direction of the district school, the nearby state of Pennsylvania admits it still harbors 2600 one-room schools, but Top Superintendent Frances B. Haas proudly announces that these are being eliminated at the rate of 240 a year and their pupils transferred to consolidated schools. Not that this will be any cheaper, buses and all considered, but the children will get that equal opportunity they have been missing. So read our second news item.

America is a two-way street, all right. And whichever way you go you can be on the right side.

Consumer Education

Consumer education slowly wedges its way into the curriculum through the sheer reasonableness of its right to a place there. Nobody quite knows where it belongs because it should be fitted into so many spots, each tightly filled already. But it keeps gaining ground.

A day will come when nearly all the graduates of our common schools will have learned the rudiments of managing their money so as to get the maximum in satisfaction from every dollar handled.

This does not mean that all who have been exposed to consumer education will put their knowledge into practice. Not too many of us do as well as we know how or as well as we are taught, even in matters requiring no self control. And what we do with our dollars involves self control, backbone, real character.

Of course a certain sort of consumer education goes on all the time in the great school of experience beyond the classrooms. How costly its tuition has been these many years is hinted in that old slogan of commerce, "Let the buyer beware!" The hucksters may be more scrupulous today, but their clamor for our dollars grows louder and more distracting.

Meanwhile—consumer education reaches the adult level as governments take over the task of persuading their citizens to select food carefully, eat and waste less. In the United States, we are asked to eat less in order that people abroad may eat. It is hoped that a sufficient number of us will heed the appeal to permit shipment of a hundred million bushels of wheat to Europe next year. Unfortunately there is no simple way to gage our eating so as to know when we have saved our bushel of wheat per stomach. What part of a bushel do we save by going without a pound of beef and eating a dish of oatmeal or a plate of bean soup?

But why exhaust ourselves with intricate mathematics when all we need to do about conservation is to give a little thought to the other fellow and save what we can without lowering our efficiency? We might even raise that efficiency in the proposed saving process.

Less on hips and more on ships, might be our slogan.

High School Drones and Dropouts

In a recent statement from the U. S. Office of Education, Commissioner Studebaker points out that two-fifths of the young people who enter the ninth grade do not complete the work of high school. The commissioner believes many of these drop-outs could be kept in school if high school curricula were made more realistic. To this end the education office is working to establish a Commission on Life Adjustment for Youth, one of whose functions may be the encouragement of certain high schools to act as pilots for their respective states.

No doubt a majority of high schools have what is known as an open air course. Here the boy or girl may drift along with little serious study, acquiring habits of laziness and undermining the morale of the entire student body. Ought the school to carry this deadwood along through graduation? This is a question often asked by teachers and citizens outside the schools.

The answer is not so simple. Clearly the schools reduce their effectiveness and render a great disservice to those youths who are permitted to use their high school enrollment as an excuse for not going to work at a job. But the trouble may be that the studies offered by the school have no obvious relation to equipping the non-bookish youth for any occupation likely to become available to him, and he drifts for want of steering.

There will always be a good many drop-outs from even the best of high schools. Some of these might well be kick-outs. But everything within reason should be done to reshape curricula so as to give every worthwhile boy and girl the greatest opportunity for mental growth and the development of economic competence.

Parapsychology

Can a person win a game of chance by a suitable mental attitude?

The question has been taken seriously by Dr. J. B. Rhine of Duke University, who has been conducting a prolonged experiment with dice. In thousands of tossings, many of them by some automatic device, the little cubes have bent, if not quite broken, the law of averages to meet the demands of the human will. It seems absurd enough, this supposition that some unseen power is influenced by the human mind and will, to select the desired numbers and make them come out on top. But your true scientist seeks his facts first, often waiting endlessly to account for them. Witness electricity, radio, and the atom.

Dr. Rhine has been granted an opportunity to study various aspects of irregular or unorthodox psychology. This field of parapsychology has been explored for the most part by persons lacking the techniques, training and apparatus of the scientist.

Is there such a thing as telepathy? Is there clairvoyance? And, for that matter, what are the rules about prayer, which appears to work for some and not for others, or on some occasions and not on others?

Parapsychology may well investigate a number of such questions which, to date, have been answered more by hunches than by accurate knowledge.

Freedom Train and Training

Bearing its precious cargo of documents and symbols, the Freedom Train moves from state to state. Everywhere it goes, more people throng to see the exhibits than can be accommodated in this portable museum. Yet the idea of bringing these reminders of the American heritage to the citizens where they live was an excellent one and the visits of the Freedom Train are doing an untold amount of good.

Educating for citizenship has not always had the emphasis it receives today. Such an organization as the National Self Government Committee, established in 1904 to develop alert citizens, has witnessed—and to some extent caused— a manifest awakening of interest in civic affairs. Schools as well as adult groups outside the schools have become more aware of the duties resting on every American to make our free institutions a success. To learn about this progress and the part played by student self government, one might well procure a copy of *Civics As It Should Be Taught* now in its twelfth edition, published by the aforementioned Committee at 80 Broadway, New York 5, New York. A dime is all it costs.

CLASSROOM TIPS ON COMMUNITY STUDY

EDWARD KRUG
Stanford University
(Co-author of "Living In Our Communities," Scott Foresman)

COMMUNITIES differ in many ways—area, population, local color, historical background, industries, and the like. There are prairie towns, factory towns, mining-camp towns, towns in the mountain and towns in the desert, big towns with skyscrapers and subways, and communities which aren't towns at all. But they have one thing in common. They are all rich in materials for study and learning, rich in meaning and experience for children and youth in school.

Too often, community study is easier said than done! This is true especially if we identify community study too much with the one technique of the total-class excursion. Many practical difficulties intrude. High school teachers on a one-hour class schedule claim they cannot get the students back in time for the next period. Arranging for adequate transportation offers problems too. The mental hazard of "damage suits," whether real or alleged, stops many teachers in their tracks. Of course, the total-class excursion has many important values, and when appropriate, should not be omitted from the learning process because of the "headaches" involved. At the same time, it is important that simpler techniques, involving a variety of activities and learning outcomes, be more fully developed and used by the teachers.

Visits involving individuals or small groups of students suggest interesting possibilities. The major difficulty here is that of "reporting back" or sharing the experience with the total group. Oral reports as such may become deadly to the listeners and terrifying to the child making the presentation.

But there are good ways of varying these reports and at the same time making it easier for the children doing the job. One of these is to have the child use some projected visual aid along with his report. Children find it enjoyable and not too difficult to sketch simple maps, diagrams, graphs, and the like in pencil on the 3¼x4¼ etched glass slide. As they give their talks they can show these slides on an ordinary lantern-slide projector. This is a great help to the shy, nervous child. He gets in back of the projector instead of in front of the class. The class members look at the pictures, not at him or the way he is dressed. He gains confidence in himself—the first necessity in developing speech skills. Let us ask ourselves how many adults of our acquaintance are tongue-tied in the formal speech situation, but verge on the eloquent when showing off their slides to friends in the living room!

Of course visual aids are not limited to the homely etched-glass slide. If the school can afford a camera which takes pictures for 2x2 slides (either black-and-white or kodachome) many youngsters can contribute by taking pictures while they are out studying something in the community. Later on they can show these pictures in class. Even if the school can't afford such a camera, some children in the class may be able to get one to use,

Another good bet for the "report back" is classroom dramatization. Suppose three members of the group have attended the city council meeting. How about their acting part of it out for the entire group? Here again, unnecessary difficulties can be avoided by using the radio-type drama in which the parts are read aloud by the actors behind a screen. This type of drama packs a punch. It does away with the problems involved in memorizing lines, acting with gestures, preparing scenery and costumes, and again makes it much easier for the child who finds it hard to "get up before" a group. The more formal types of dramatization can and should be used too, but they need not dominate our thinking and practice in using dramatic experience for learning purposes.

Such activities usually gain point if the entire class can plan with the visiting committee beforehand. If three members of the group go to the electric-power plant, they can do a more effective job if they have direction and help from the total group. This kind of group planning involves facing such questions as "why, what, who, when, where, and how." In other words, the total group helps the committee define its purposes, limit or broaden the scope of its activities, select additional members, set up a time schedule, organize its transportation, and improve its techniques both of securing and of reporting back information and ideas. The visit becomes then not a private party of a few students, but a delegated responsibility involving group welfare. The planning skills learned in this type of situation are among the most important of all skills involved in effective democratic participation.

Using community resources sometimes involves bringing people into the classroom. This need not be and in most cases should not be a matter of bringing someone in to make a speech. The informal

interview situation with the participants seated around a table is certainly more interesting to the class and much easier on the resource person. The students conducting the interview can direct the discussion along lines of the needs and interests of the class. If the interview goes well, it soon develops into a situation where students, committee, the teacher, and the resource person are just talking things over.

Here also certain skills are necessary and their development becomes part of the learning process. The entire group may plan with a special committee sent to talk things over with the outside resource person in advance. The students carrying on the interview need to help the resource person along if he begins shyly and doesn't expand sufficiently on his answer. And they need to know how to direct tactfully the resource person who starts to make an hour-long speech on the first question!

While too much post-mortem destructive analysis can discourage students, evaluative activities also have their place. The talking-it-over later should involve students as well as the teacher. In most cases it should stay clear of discussing personal factors such as voice, dress, posture, and the like. The evaluation discussion is most constructive if students analyze the activity in terms of the purpose for which it was carried on. Did John's slides help us understand what we wanted to find out about? How did the dramatic sketch fit into what we are doing? Did Mary give the newspaper editor enough opportunity to give his ideas about comic strips? Such evaluation questions must tie back to purposes. This means that evaluation isn't just something that goes on afterward, but something that comes into the preliminary planning too.

These are some of the techniques and activities used by teachers and students in community study to supplement the total-class excursion. They have been developed in practice by the teachers on the job. They contribute to the development of democratic understandings, attitudes, and skills. They introduce flexibility and variety into the classroom program. Creative teachers in all parts of our country are planning with their students in developing new activities and finding interesting variations of the ones already in use.

Some students of education may criticize such activities on the grounds that they imply a certain degree of separation between classroom and community. These students insist that the classroom should become the community, and the community the classroom. This may be the ideal toward which we are all working. Under present realities we are far from this ideal and frequently must accept the classroom situation on its own terms. The problem becomes then one of finding workable methods of establishing significant relationships between classroom and community. All of us as teachers need encouragement and motivation along these lines. If we can succeed in using a few good techniques to bring classroom and community closer to each other, we shall be making progress toward the goal of making classroom and community one and the same thing.

THEY SABOTAGE THEIR PROFESSION

BLAINE E. MERCER
Dean, Rocky Mountain College
Billings, Montana

It is no overstatement to say that many educators, teachers and administrators alike, from the kindergarten to the graduate college, are helping to destroy the very cause to which it is hoped they have dedicated themselves—the efficient education of the nation's youth. They are education's ambassadors of ill will!

One of my students, a senior majoring in education, a bright and likeable young fellow, told me the other day that he had been "thinking it over, and I guess maybe I won't teach next year, after all." This student might have become a first-rate instructor, and Montana needs teachers as badly as any state. Mentally castigating myself for not spending a little more time with him to the end of keeping up his interest in teaching as a career, I pressed him for the reason behind his change of mind. It was neither unusual nor surprising. He said, "I talked with the superintendent of schools in my home town. He's a good friend of mine. He said that no one but a moron would become a high school teacher these days." And another prospective teacher bit the dust.

Recently a college professor told a group of students that "maybe it would be a good thing if we weren't to have any new teachers for the next few years." She went on to explain that if most of the schools of the country were forced to close because of lack of teachers, the public would finally recognize the problem and teachers' salaries would rise to new heights. True, perhaps, but what a price in the sacrifice of the welfare of children to pay for higher salaries!

In the now famous *New York Times* study[1] of the teacher shortage problem, Dr. Benjamin Fine offers other examples of the work of these "ambassadors," some of whom conscientiously feel that they cannot, under present conditions, recommend that their best

[1]Benjamin Fine, *The Crisis in American Education, The New York Times*, 1947.

students consider a teaching career.

The honesty or conscientiousness of many of these people cannot be questioned. They feel that they would be betraying the faith of their students in advocating teaching as a life work. What they do not seem to realize, however, is *that they certainly cannot help themselves or their professions by assisting in keeping the best people out of it.*

Professions, like business, in this country thrive upon competition. One of the reasons for the ill regard of the general public for the teaching profession lies in the fact of the great number of sub-marginal personnel within its ranks. The public tends to remember the poor teacher—like the rural teacher who, in 1947, did not yet know that women have the right to vote![2]—and to forget the good teacher. By *encouraging* the continuance of poorly trained and incapable people in the profession through the discouragement of our abler students, we educators can only help in the further undermining of our already precarious economic and social position. Certainly, doing everything we can to help raise the standards of the teaching personnel to that point at which we can be proud to be associated with all the members of our profession, is the least that can be expected of us as educators. Such standards have less to do with educational requirements and degrees than with the personal and mental qualities of the people who are attracted to teaching as a life work.

There is no need to enumerate the advantages of teaching as a career. They are still here for us to enjoy, even though they have been overshadowed of late by perfectly just emphasis on the economic and social and disadvantages. The point is, however, that conditions *are* improving. The public school teacher of the future may find himself in a much more desirable position than the one he is in today. Young people should be told that, too. Some teachers who say they are "merely being honest" in telling their students of the precarious position of today's teacher, have forgotten some of the joys they have known in their work and their own reasons for entering the teaching field.

This is not to belittle the serious disadvantages of being a teacher today as that profession might be compared with certain other choice occupations. We must realize, however, that we can do ourselves and our co-workers a service by helping to bring America's finest young people into the field. There is no room in the teaching profession—for ambassadors of ill will.

[2] *The Crisis in American Education*, p. 19.

EARTHQUAKE WEATHER

Condensed from the forthcoming book "Junior Citizen" with permission of the publishers, (Philosophical Library, New York)

LOUIS DE JEAN

California boasted, in the early Thirties, the most modern and impressive public school buildings in America. An earthquake crumbled some of the finest. Following that warning, hundreds of the state's educational mausoleums were torn down or reinforced.

The failure of American education has been blamed on many factors and faults. It becomes increasingly apparent that the dianosticians have been unable to see the forest for the trees.

There is an old Icelandic myth which illustrates the problem that faces our educators. The stalwart god Thor was assigned the ticklish job of lifting the Midgard Serpent. It looked easy because the snake appeared to be the size and shape of an ordinary alley cat. That was an illusion. Actually the Serpent was so huge that it encircled the earth.

The child-mind appears to be reasonably simple and predictable. That too, is an illusion, as any teacher who has dealt with horizontal age groups of thirty or more pupils can testify.

The common school is an American institution. We have looked upon it as perhaps the finest and most distinctive example or symbol of our democracy. The unpalatable truth is that the average big public school of today is, in one sense, about as democratic as the totalitarian institutions of Nazi Germany or Communist Russia.

If the collective mind is a menance to individuality when masses are subjected to certain influences, it is a far greater menace to children, because their individualities are not yet established, and are therefore more susceptible to the emotional dictates of the crowd mind. Yet our public schools mass our children in large classes, and train them to gregarious habits of thought and action. Is is suprising that so many of them hold to those habits after they leave the school room? That they fail to meet the standards, intellectual or moral, of individual growth and development? Is it any wonder that the average adult product of our mass education is a sucker for the high-powered propaganda of the fad hucksters and the religious, political and financial racketeers?

No one questions the danger of crowd association during influenza

or typhoid epidemics. The danger of mental contagion is much greater. Especially when we add to association, as the school room does, the direct action of a common physical environment, the standardization of tasks and goals and conduct, and the same directing personalities of teacher and class leaders. The orientation of attention, the narrowing of the field of consciousness, the inhibition of voluntary activity, the constant exposure to suggestion and imitation— all are potent factors for the establishment of mental regimentation and the destruction of individual self-reliance and responsibility.

Psychological testing has indicated that most children are hypnotizable. All children, and most adults, are imitative. The inhibitive power can be maintained only if the suggestions received differ. If they reinforce one another, as they do in the classroom, no individual resistance can long withstand them. The exceptional child who persists in fighting the forces which would draw him into the vortex of the super-conscious mind is made to feel an outcast. He often becomes abnormally antisocial or, in self-defense, he organizes a rebel group whose sole objective becomes one of sabotage. Thus is developed the persecution "world-against-me" complex which is characteristic of the criminal mind.

The crowd-habit is likely to persist through life. Ours is a nation of joiners. The average American so greatly fears mental and social isolation that he will often join organizations for whose purposes and membership he has neither sympathy nor respect.

We talk of "personality" because it is becoming so rare in this country. Our servility to tradition has been replaced by a slavish conformity to the momentary moods of the collective mind. Our national heroes and heroines are synthetic personalities of whose symbolic virtues we are reminded day and night by the unceasing blare of radio and film, billboard and newsprint.

The crowd-mind is irresponsible, irrational, uncritical. The creature of its spinal cord, it does not know the meaning of truth, prudence, or respect for the rights of others. It is impulsive and sentimental. Sympathy becomes adoration: admiration, hero-worship. For this reason, our schools like many of our religious and social leaders, have depended largely upon sentimental appeal to the collective mind.

The emphasis in education has been placed on the memory faculties, because the reasoning faculties are lost to the crowd mind. Our children cannot spell or write correctly, because the crowd mind lacks observation and is blind to distinctions. They become nervous or impotent in examinations because they have learned to do class thinking. Why do many of the "best students" amount to little in later life? Because they are the ones most plastic to suggestion and consequently leave school with greatly diminished individuality. If a place is not made for them, they rarely have the initiative to secure one.

Is it possible to retain the principle of universal education and also educate the individual? We believe it is. But we must first condemn and destroy the standardization and regimentation of the big classroom. We must rebuild in such a way that the individual may learn to function in the group without losing his self-esteem and sense of personal responsibility.

Drastic changes in the public school set-up, especially in secondary education, must be made. More costly equipment and more teachers are not of themselves, the answer. Our program, in brief, includes the following.

Survey courses for high school freshmen in English, Science, Mathematics, History, and the Arts. Tests at the end of the freshmen year based on aptitude and interest. Classification of every pupil as to the high school "major." A course of study which will give him, not a useless smattering of many subjects as at present, but a real apprenticeship for the field which the pupil will probably enter upon graduation. English and other required subjects to be correlated with the major. Departments would be: (1) Natural Sciences, (2) Mechanics, (3) Commercial, (4) Home Economics, and (5) Social Sciences and Arts.

The graduates' diploma would be in his major, and would mean something to an employment agency or personnel office of a prospective employer. College certification would be the responsibility of the principal and the department head.

Grades would be based equally on attitude, progress and achievement. This would eliminate the advantage now given to the student who can memorize or express himself easily, and would place greater emphasis on genuine cheerful effort. Achievement grades would be averaged so that high achievement in one subject would compensate for lower grades in other subjects. (Now a mathematical genius is sometimes not rated college material because he cannot memorize irregular French verbs.)

Large classes would be divided into study or project groups or "teams" of twelve or less, with achievement charts to show progress and stimulate group morale. Under this system, each group member would be encouraged to help his teammates as in baseball or basketball. The brilliant but self-centered student would become more cooperative and wholehearted participation, now seldom found in the classroom, would be developed. Student group leaders would receive appropriate recognition and credit. School citizenship, including participation in approved activities, would count equally with scholarship in the awarding of honors.

What, other than the training

in mental teamwork, would be gained by the changes suggested?

The "failure" stigma would be eliminated. That label is responsible for much of our juvenile delinquency.

The vicious habits of "getting by," of "time-killing," or perfunctory, half-hearted or resentful acquiescence, would not be inculcated, as now, in the great majority of our public school products. Those vices are responsible for for many of the failures and misfits in adult life.

Our wonderful and expensive system of mass education in America has failed to educate. Far worse, our public schools, particularly in metropolitan areas, are producing gangsters, parasites and Model-T mental robots, at a period in our history when we must grow intelligent citizens if our democratic way of life is to survive.

This is not merely the half-baked pronouncenmt of another "view-with-alarm-er." It is the considered opinion of numerous distinguished scholars, industralists, social workers and public officials.

This is earthquake weather. Let us look, before it is too late, at the foundations of our topheavy public school system!

WORLD CITIZENSHIP IN THE MAKING

MERLE E. IRWIN
Tilden Veterans' School
Chicago, Illinois

IN 1935 there was instituted in a small school in an outlying section of Chicago a program of education for world citizenship. For twelve years under the dynamic direction of its principal, the Hubbard Branch of Lindblom High School has, despite decreasing enrollment, carried on its program with increasingly tangible results.

Ours is a bungalow neighborhood of factory workers and civil service employees. They are German, Irish, Polish, Czecho-Slovakian, Italian, Greek, Skandinavian. Russian. There are almost as many Catholic as Protestant children in our school, and there are a few Jewish children.

It was not a conflict between groups in our school that provoked the experiment. Rather it began in the heart of an experienced administrator; it was an educational philosophy made manifest by action, educating teachers as well as pupils and parents. One incident was connected chronologically with the inception of our program.

One morning as the principal entered her office, she found awaiting her a group of irate parents demanding the immediate dismissal of a colored pupil. The situation was mystifying, for we had no colored students. It turned out that the child whose dark skin and kinky hair had aroused antagonism was a little French girl, unique in our school, and the protesters left satisfied . . . This year, finally, two colored students have enrolled, and no one has taken notice.

"Hands across the city, hands across the nation, hands across the sea!" That slogan, which has motivated countless projects through the years, was not imposed upon us. It came to be so much an expression of the spirit prevailing in our school that nobody remembers when it was used for the first time.

We began in those pre-war days in the traditional way. Armistice Day was coming, and for our assembly we used a pageant showing the contributions of the various races, nationalities, and religions toward world understanding and peace. For this performance we sent invitations not only to parents but to neighborhood clergy and others. We took the point of view that every assembly provided an opportunity for us to speak to our neighbors and to ally ourselves with people of good will in all groups. It was gratifying to find that our first guests included a minister, a rabbi, a priest, and even two nuns from the school across the street.

That suggests the story of Mike.

Democratic education is personal as well as social. It teaches respect for other groups, and it encourages pride in one's own group, but it also implies pride in oneself; hence we emphasize neatness in personal appearance and courtesy.

Mike was a problem. Older than most freshmen, excessively tall, brawny, unkempt, loud-voiced, he literally terrorized every young substitute teacher. One of these early assemblies re-made Mike. Calling him into her office one day the principal spoke to him something like this:

"Mike, we are having a very important assembly this week, and we need some tall, handsome ushers. Would you like to be an usher?"

Would he! He quickly assured the principal that he had a coat suit which he wore to Mass on Sunday. If some of us were a little dubious about his qualifications, he was reassuring enough when he appeared on the appointed day. But it was just before the curtain went up that Mike had his moment of triumph. In the hush that falls over a crowded assemblage in last-minute suspense Mike strode proudly down the aisle, all eyes upon him, as he seated in the front row the parish priest. In that instant Mike tasted success as he had never before known it, and it was good.

Mike illustrates how the assembly can be utilized not only as a

vehicle for bringing a social message but also as an instrument for building individual good citizenship.

Christmas was observed not only in traditional fashion. Our observance began right after Thanksgiving when each of ten or fifteen divisions choose a project for expression of good will. Over the years I recall a wide variety of endeavors: gifts packed for the children's ward of the county hospital, checks send to the Anti-Cruelty Society, Chicago Industrial Home for the Blind, Provident Hospital for Colored, Roosevelt College, Hines Veterans' Hospital. Seeing Eye Organization, Boys' Town. Each division worked secretly so that an air of mystery surrounded the assembly that was planned as early in January as thank-you notes had been received. Then each division put on the stage an original skit or musical number describing the nature of the work of the organization chosen, and reading the letter received.

During the war years individual division room offerings were supplemented by departmental gifts: checker boards made for Junior Red Cross, Christmas tray favors made from discarded greeting cards, toys for European children made in the industrial arts shops, afghans knitted by girls in home arts for rest homes in Britain. Hundreds of dollars earned by school paper drives were sent to various relief organizations. Each gift brought back the thanks of people who never again would seem quite so far removed from us.

For Brotherhood Week we have correlated with the Chicago Round Table of Christians and Jews, enjoying for a succession of years one of their good will teams composed of minister, priest, and rabbi. For Memorial Day observance the same organization has sent us a highly trained Negro woman speaker and on other occasions a Negro minister of local reputation and Langston Hughes, the Negro poet. Each spring it has been our privilege to hold under the leader from the Round Table a five -week seminar, students meeting after school one night each week to discuss problems in democratic society. At the conclusion of the seminar, pupils competed for the opportunity to have their ideas recorded, and parents were invited to an unusual assembly when recordings were run off as pupils stood on the stage.

It would be impossible to describe the many types of assemblies that high-lighted each year. In 1942 our Oral Club presented Stephen Benet's "The Burning of the Books."

Not all our assembly programs were of extraneous material. On several occasions an English class presented material growing out of classroom work—a round table discussion resulting from the study of the Americanization bulletins put out by the Curriculum Bureau, or the reading of letters received in the foreign correspondence project in composition.

Here should be mentioned the Achievement Assembly which has closed each semester's work. At this assembly, a farewell to 1A's going on to the main building, there is a recapitulation of successes in the various divisions with awards given to the individuals who have attained success in rounded living. A case story will illustrate the emphasis in the Achievement Assembly on co-operative living.

Mary was a freshman who succeeded in making a perfect scholarship record but at this point her satisfaction diminished almost to zero as she observed she was the only one not wearing at least one service badge. She resolved then and there, she explained later, that her next semester would not mark a purely selfish pursuit of education. At the end of the next term she was again at the top of the honor roll but she had also served in the Office Club, the Literary Club, and the Oral Club.

Out of the co-operation of teachers and pupils have grown dozens of school drives. Four will be cited.

It was the end of the depression. The Good Will Industries were making an appeal for discarded things to provide work for handicapped workers. When the representative came to school he found the stage filled with a truck load of bags and boxes of articles and pieces of clothing.

Came the end of the war, and an UNRRA representative came to speak to our students and show pictures of Europe's devastation and the rehabilitation of concentration camp victims. The next day under the Memorial Day slogan "In serving the living we honor the dead," our young people piled our stage with canned goods, an amount so large that we had to hire a trailer to transport it to a collection center in a church.

Last fall we were asked to assist in providing Christmas presents for children in a worn-torn village in France. Fifty carefully wrapped packages were sent.

The latest drive was the adoption of an orphan baby in Finland for the period of one year.

All these drives had been carried on in addition to those participated in by all schools. We have attempted to avoid raffles, sales, and insistent demands for money at home. Instead, each student was urged to examine his allowance so as to budget a small amount each week to meet his pledge. When the Red Cross made its appeal, "Give and keep her at his side," we took the liberty of saying "Earn. and keep her at his side." The adult approach brought satisfactory results.

Some ten thousand young people have been exposed to a type of education possible in a small unit where there has been remarkably fortunate harmony. How much one year in the Branch can influence the life of a boy or girl cannot be measured, but the possibilities are suggested by the story of one lad.

Albert had come from a German parochial school in the neighbor-

hood. He was a nice-looking boy, intelligent, and enthusiastic. Before long, however, he began to show signs of discontent. He was accused by students of name-calling. He got into difficulty with two teachers who were especially popular. It was noticed that Albert's resentments became more articulate on assembly days. The principal tried to find the source of his dissatisfaction. He finally made his own diagnosis. With tears rolling down his cheeks, he said,

"You see, all my life I have known only people like myself. Now here I have to get along with all kinds of people—Catholics and Jews and everybody."

For more than a decade the Hubbard Branch has carried on its education for world citizenship, her underlying principles unchallenged. This has been true in spite of the fact that we live in a city which has been called the Isolationist strong-hold of the Middle West and in a neighborhood which supports a definitely Isolationist newspaper.

COLLEGES MUST DEVELOP LEADERS

AARON SIMON
History Department
Central Michigan College

WHILE democracy means the rule of the majority, it does not mean action without direction. If democracy is to survive, leaders must be discovered wherever they may be—schoolroom, factory or farm.

The recent world crisis over the Greek situation brought to the author's attention America's need for effective directors for an effective country. When classes were asked, "What are we going to do about Greece?", the students sat back and said nothing. Many were not even aware of the Greek situation.

If we are going to solve our problems, which are ever-changing and ever-developing, we need people who can respond to specific demands for leadership and leaders who can move before the people have any specific attitudes.

Where are we going to find those leaders? We will not find them. We must create them, or rather direct them toward self-creation. Since it is the function of American schools to train people for proper social living, for living cooperatively, it means that the schools should capitalize on all situations to draw youth into roles of constructive leadership. Colleges and universities, the finale of our education system, should have the largest share in preparing youth for posts of guidance, not authority, because these institutions receive some (but not all) of the best of American youth.

The present classroom situations are not conducive to the development of American and world leaders. In the typical college classroom, the students either feverishly take notes or else sit back indolently. It is all up to the instructor. He supplies the material. He supplies the thinking. He supplies the grades for which the usual college student takes courses. Generally, the student is not interested in any course or subject per se; he is interested in a grade, in course credit.

In the usual university classroom, the students and the professor are not interested in each other. They are not interested in applying the particular course to any current problems. They are unconcerned about using classroom environment for training for leadership. The instructor is not mindful of the necessity for understanding the student; he is only interested in judging the individual.

The method by which a student becomes a leader is simple. It is through a process of self-development and growth. This means participation and increasing will to participate. It means increasing self-reliance. It means that a college instructor can only attempt to lead a student into the learning to apply the data he knows. It means that the American college student must realize that betterment and conscious, generous interaction with the group will lead to a sane solution of American and world problems. Some form of classroom action is better than no action. Learning, understanding, and leading cannot be passive. It means that emotion as a spur to action must exist, but it also means that reason should be the eternal guide. It means a reason which constantly re-examines and re-evaluates to lead a world in a constant state of flux.

The Russians have set up the Surarov Schools for the development and training of gifted children into future leaders of the huge new Russian Empire. We must remember that Russia is a planned organization. The United States is a democracy, and a democracy cannot have a set plan; it can only exist as an organization which is constantly fluid, constantly being planned.

The American universities must realize the differences between leadership in totalitarian countries and democracies. Russian boys, like the Nazi youth, will have prototypes to follow. American youth must be trained in the classroom to constantly adjust themselves, and as they adjust themselves, they also orient their social unit to the ever-new problems of American life.

How are American college youth going to develop themselves into leaders? The only method is through themselves. They must forget prejudgments. They must forget stereotyped reactions. It is only through opportunity to express one's reactions that one learns, and through that method, American leaders must arise. This means also that the gifted must be sought out and given every opportunity to obtain a college education. If America is to survive the atomic age, not only the energy of the atomic nucleus is to be utilized, but also the far more important latent power of American youth—above all college youth.

What does a program of developing leadership signify for American universities? It does not signify a development of the "Fuhrer Prinzip." It signifies the granting of classroom privileges to both college instructor and student to react freely to any course. A leadership program signifies the effacing of the instructor from a Fuhrer role. To lead into leadership portends a classroom which belongs to the students, one guided but not dominated by the instructor into channels which tend to create understanding of how to apply classroom subject matter to leadership in the solution of not only American but world problems of every type.

HOW NOW, BROWN COW?

JAMES A. DUNN

It is not to be denied that in our public schools the sensitive ear is often pained, not so much by the crudities of the students who, after all may be pardoned some lingering imperfections, but rather by the choice and master spirits, the teachers and administrators.

"Clahss," Miss Pettymind announces, " I want you to write a composition about the bahnahna."

The natives of Little Pumpkin where Miss Pettymind passed her early years do not speak like that any more than they extend their little fingers when drinking tea. Miss Pettymind acquired her accent only with labor and persistence. She is firm in her pathetic belief that her mal-treatment of the letter "a" establishes her as a lady of unusually delicate breeding.

It is true that in Eastern Massachusetts most speakers naturally and without affectation substitute "h" for "r", except before a vowel, and frequently insert an "h" where no "h" is written. Thus your true Bostonian will artlessly announce, "I am going to take a bahth before I go to Bah Harbor to play cahds;" but he will never say, "The blarst parst close," when he means, "The blast passed close." Why the one and not the other? It requires the instinct of one born within fifty miles of Beacon Street to distinguish the genuine from the phony. Most of our rugged citizens unjustly deride the broad a, whether naturally or unnaturally used, but the Misses Pettyminds are fascinated by it. They confuse it with the effeminate diction of the English actors whom they hear on the screen saying, "I am going into the gahden to gathah some flahs;" and in their efforts to acquire it, they cultivate a prissy way of speaking that is enough to drive their hearers to the use of dese, dose and dem.

But in our schools the Misses Pettyminds are a dwindling minority, for, after all, we live in a democracy where all of us are anxious to assure our neighbors that we are no better than they are. And so we have the hearty teacher, so different from Miss Pettymind. Mr. Heartyfellow tells his young charges, "Kids, you're doin' swell work. Keep it up. You're right on the ball." An exaggeration? Would that it were.

Most teachers, of course, speak neither in the prunes and prisms manner of Miss Pettymind nor in the self-conscious way of Mr. Heartyfellow. They have a style above the level of the comic strips but rather below that to be expected from those who, by the ancient powers granted to distinguished universities and colleges, have been admitted to the fellowship of educated men.

It is only when one of this majority has been plucked from the classroom and elevated to the dignity of office that he begins sedulously to achieve a style of speaking and of writing that affronts Miss Pettymind and Mr. Heartyfellow but also us middle-of the-roaders who try for nothing but a decent clarity. Why so many administrators immediately upon being elevated to the dizzy eminence of superintendent or principal begin to affect this particularly revolting-kind of pedageese is a mystery, but it is a fact that the literate teacher, forced to read aloud one of the directives (oh, happy word) must either wince or proofread as he goes.

There lives, breathes, and has his being in these United States more than one principal who refers to himself as "the office." These humbly anonymous ones will send out a notice which reads something like this, "The office wishes to congratulate all those concerned with the drive to acquire new sweaters for the charade team. It is hoped that more rooms will be able to participate 100% in this very definitely worthwhile activity." The more queasy-stomached teachers wearily translate it to read, "The principal wishes to thank those who have contributed for sweaters for the charade team. He hopes that those who have not given will do so."

It is a melancholy task to record these charges but hope persists.

There is no need to yield to complete dejection. It may be that in decades to come the phrase "one hundred percent" will no longer be used as an adverb.

It is comforting to recall that only twenty years after World War I the phrase "over the top" was almost forgotten. Were it not so, we might now be reading, "The office hopes that every room will go 100% over the top." There may come a day when the absurd phrase "very definitely" will properly pass into oblivion, but whether it pass or stay, let all of us who respect the grammatical structure of the language pray earnestly that speedily we shall cease to read or hear the word "adjust" used as an intransitive verb. But prayer without good works is dead. Let us piously resolve to roar the next time we hear some ignoramus assert, "Baldwin adjusts well," "Baldwin adjusts WHOM TO WHAT?"

In all probability, however, we unhappy few will make little impression upon the speech habits of the dainty, the vulgar, and the fatuous. It is so much easier to fiddle about with silly little graphs and charts than it is to endure the pain of thinking hard enough to express an idea with precision and grace.

The Answer Swappers

SESSION ONE

Consolidated School As Community Center

The construction of the Daniel J. Bakie Elementary School in Kingston, New Hampshire was completed in 1942 to replace five one or two-room buildings. This new fireproof one-story building of four classrooms and a 45′ x 30′ auditorium-gymnasium, equipped with a serviceable stage and adjacent kitchen, accommodates 140 children. The organization involves departmentalization between the teaching-principal, who has charge of the seventh and eighth grade room and the teacher of the fifth and sixth grade room, who change places between the two rooms several times during the day. Although departmentalization in the elementary grades has not generally been accepted by educators, we believe that it works very satisfactorily in Kingston where the unit is so small that each teacher is personally acquainted with each child.

During the past year, with financial assistance of the local Parent Teacher Association and Red Cross a psychiatrist was employed to test twenty children of whose abilities the superintendent and regular teachers were uncertain. A part time special teacher was employed by the district to give extra assistance—especially in remedial reading—to those who had indicated ability to profit from such help. The remedial teacher, after giving an Oral Standardized Reading Test, found that those twenty children were from one to four grades below their respective grade level. As some of the children achieved their grade levels, they were dismissed from the group and others were taken for special help. The improvement was very noticeable to the regular homeroom teachers.

Music

In addition to regular vocal music instruction, supervised by a music supervisor employed by the Supervisory Union, a local teacher of piano carries on private piano lessons with twenty one children at the school, during periods when they can be absent from regular classes without loss of necessary training in the fundamentals.

Lunch Program and Health

Since beginning with what was commonly known as "The Penny Milk Program" sponsored by the Federal Government, the lunch program has gradually expanded so that during the past year a complete "A" Program of an appetizing, well-balanced meal was provided each noon with help from the Federal Government and the local P. T. A., to 115 children at a per pupil cost of only twelve cents a day. Other health activities have included tonsillectomies, dental work, and eye-sight corrections under the supervision of the district school nurse and financially assisted by the P. T. A. and the local Red Cross. Physical education is taught by the teachers on the large playground and, during inclement weather, on the playing floor of the auditorium-gymnasium. The auditorium is also used for school assemblies, plays, concerts, pageants, folk dancing and school and community parties.

A library alcove is available for all the children in the building.

In addition to providing what we believe is a well rounded elementary school program (which will be improved in the future by the addition of more physical

training and art) the building, under the direction of an unusually broadminded and farsighted School Board, serves as a regular meeting place for many local childrens' and adults' organizations. Groups which have met regularly at the Bakie School are: the local Grange, twice monthly; Girl Scouts, weekly; P. T. A., monthly; P. T. A. public whist parties, weekly—during school year—(to raise funds for the lunch program); Handy Craft Club (adults), monthly; Stenciling Class of Handy Craft Club, bi-monthly. The building is used occasionally for County Fire Wardens' Meetings, Firemens Auxiliary parties, Farmers' Groups (including demonstrations on repair of farm machinery and equipment by Extension Service) as well as by the local School Board and Supervisory Union Meetings of School Boards within the area, and local and area teachers' meetings.

The complete program of the Daniel J. Bakie School in Kingston, New Hampshire projects the School into the life of the community and the community into the life of the School.

JONATHAN A OSGOOD.
Superintendent of Schools,
Epping, New Hampshire.

On Following Directions

Because we are concerned with the matter of communication, we have added to the English course of study in Plainfield High School (Plainfield, N. J.) a unit in following directions. Begun as an experiment, the unit is now a part of every years' work, and an important one, interesting and profitable to students and teachers alike.

Freshmen find their first week in high school simplified by the unit, for they learn how to fill in all the blanks used in the school, to follow instructions in fire drill, homeroom procedure, machine-scored tests, etc. They discuss the importance of listening carefully to directions given in daily assignments, of getting all instructions the first time. They bring in newspaper accounts of accidents caused by failure to follow directions and city traffic rules.

Sophomores spend time on vocabulary used in various blanks that need to be filled in by most Americans at one time or another, to make sure they know the meanings of words like *transcript, maiden name,* etc. They fill in check blanks, money orders, order blanks. They learn to cope with the part-time employment blank used by the placement bureau of the school, and with the Social Security blank.

Juniors discuss at some length the reasons for failure to follow directions—carelessness, indifference, ignorance, guessing, hesitancy to admit lack of knowledge, haste, and many others. They practise listening to detailed instructions. They test one another on their ability to follow written directions—using text instructions for writing business letters and for finding library materials. They are tested on forms that necessitate their reading, then interpreting, then acting upon what they have read.

Seniors concentrate upon applications for employment and for college entrance. They find errors in specially prepared test blanks, and try to avoid making similar mistakes. They work with forms that they will be expected to use when they leave school—timetables, game laws, voting rules, income tax blanks.

As a result, most students are learning to listen more attentively, to read with more understanding, to follow all directions more accurately, to give them more clearly. Teachers have become more direction conscious, too. More important, everyone is being reminded that failure to follow directions often results in unnecessary and sometimes inexcusable waste—of time, money, energy, and sometimes human life.

OLGA ACHTENHAGEN.
Head, English Department,
Plainfield, (New Jersey) High School.

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REFORM YOUR PAPER'S FEATURES

JOSEPH C. CARTER
Temple University
Philadelphia

BESIDES the formal editorial column, the editorial page of secondary school newspapers—like the professional weekly or daily press—carries many other features. Among these are columns, letters from readers, literary copy such as essays and lyrics, cartoons, reviews, humor and other specialized items.

Letters from subscribers should be encouraged because they are vital and build reader interest. They give an opportunity for the entire school to have a democratic voice in its affairs, thus serving as an organ of all the students instead of the mouthpiece of only the staff which publishes it.

Some space for brief essays, lyrics, vignettes, and other short subjects provides an outlet for students gifted in creative writing. There are few readers, too,, who do not enjoy funny anecdotes and jokes. These are common in high school papers, despite the fact that many of them are rehashed and unoriginal. For example, this writer has found 20-year-old jokes published in the school press. He concludes that they are "inherited" and copied by succeeding generations of young editors who think they can get no new ideas and see no new situations in life that cause a laugh!

Seek New Copy

What can advisers do about it? The best answer is not a ruthless and odious censorship, but to emphasize to the staff and to the students of the journalism class they are publishing a *NEW*Spaper whose content should be ever new, fresh, original, creative and in good taste. Most of us have enough faith in competently taught youth to permit them to make decisions about all the manuscripts that come to their editorial desks to be processed for print.

Book reviews and critical evaluations of movies, school plays, radio programs, art programs, art exhibits, concerts and operettas are becoming more and more a part of the high school editorial page. Record columns, too, are popular.

The writer has had the privilege of judging hundreds of school newspapers in national and state contests and has at various times himself been a staff member and teacher-adviser of such publications. Since his own high school days he has seen student newspapers improve constantly—both as educational projects and as journalistic enterprises. He has watched the ever-increasing number of schools whose newspaper workers learn in journalism classes whose teachers themselves have had some college journalism training plus practical experience on professional newspapers, magazines and industrial publications.

Writers Waste Efforts

Though the general tone of the high school press has improved, the writer also has noted a tendency among some editors and advisers to permit staff writers to waste valuable time, space and printing costs producing unliterary, uncreative, unjournalistic and unoriginal matter.

For example, readers of school papers from every state in the union have doubtless seen the following types of copy: "stories" whose vocabularly is largely names of students, teachers, songs or movies; "daffynitions," "what-if and just-suppose" tabulations, and lists of song, book or film titles or actors' names linked with those of students.

Judging from the extent to which these unconstructive, uneducational space fillers are copied and imitated from paper to paper across the nation, one must conclude guidance and instruction are faulty and writers overlook much valuable and interesting copy for their columns.

Chief weakness of the high school editorial page (and other feature pages that supplement it is the apparently popular, but inferior feature of boy-girl innuendo known widely as the "gossip column." More than any other item in the high school press this column has long been attacked and defended by journalism writers, publications advisers, school officials, and students themselves. Catty comments, "dirt", scandal, and snoopy gossip (yes, probably imitating some highly paid syndicate writers of magazines, newspapers and radio!) still plague the high school press.

Gossip Leads Offenders

The writer, judging a large group of newspapers in national and state critical contests, has surveyed the distribution of miscellaneous features (other than editorials) on the editorial page. The gossip column with its libelous boy-girl insinuations and personal "digs" was found to lead the list of features with a frequency of 18.2 percent. Letters from readers ranked in second place, 13.4 percent, followed in third place by poetry with 12.6 percent. In fourth place were essays, 10.5 percent.

Slightly fewer than 30 percent of the items were devoted to world affairs, nonsense, book reviews, anecdotes and jokes together. Movie columns—discussing latest recordings—rate in ninth place with a percentage of 4.8. Dramatic arts reviews are in tenth place with 4.3 percent. Among the least frequently imitated features are birthday lists, exchange columns, school history rewrites, lovelorn advice, shopper paragraphs and sports columns.

What conclusions are indicated? These newspapers represent, in

general, journalistically desirable practice on their editorial pages. Most of the papers carry a zestful, colorful and well-balanced variety of features including editorials. Despite the need for abolition of the above-mentioned trash and uncreative trivia, the gossip column stands as the most offensive feature of many school papers—among both the competently edited and the shabby ones.

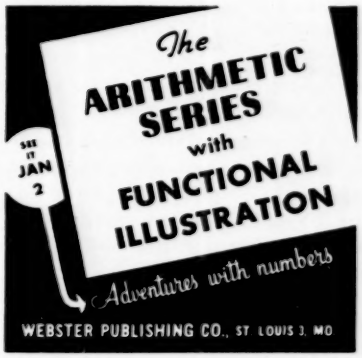
Improved Instruction Urged

Appearing in this study with a frequency of more than 18 percent of all features other than editorials, it presents itself to judges, faculty advisers, principals, and student writers as the major problem for improved journalism instruction. Its elimination—or drastic reformation as a column—is urgently advocated. The educational reputation of the faculty, the students, and the school publication is at stake!

The writer notes a commendable frequency of letters to the editor. This shows that young people in this Atomic Age are encouraged to think critically and constructively to spotlight evils, commend worthy achievements and suggest needed reform. Moreover, they are learning how to use their right of freedom of discussion which will make them more competent citizens of the democratic world that must be the goal of the United Nations.

Among these papers there is a good share of light lyrics, though some should be briefer for newspapers with such obvious space limitations. Drama reviews, in tenth place, seem to be under-emphasized for the opportunities they offer students to do critical writing and for their worth to evaluate such productions. Birthday lists, Santa Claus letters, school history rewrites, lovelorn columns, daffynitions, name-title links, whatifs, and other such nonsense might better be dropped.

Particularly in these years of newsprint shortage and high printing costs they give the school very unfavorable publicity and waste valuable space. Moreover, they keep out much needed interviews, achievement stories, editorial cartoons, action photos, features on human interest shorts, opinion surveys and other worthwhile newspaper copy.



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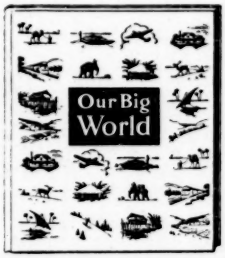

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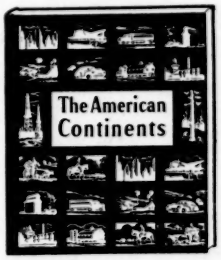

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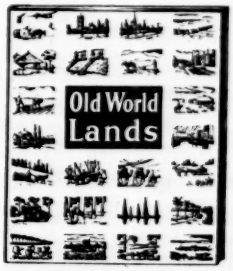

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It Seems to Me

BYRON C. KIRBY
Director, Elementary Curriculum
South Bend, Indiana

Learning Requires Tools

Teaching is a job to be done. So is learning. And just as a teacher must have tools in order to do his work, so must the child to do his.

The tools the instructor needs are books, maps, globes, apparatus, and a knowledge of psychology, methods and subject matter. These he uses in creating interest on the part of the student and in helping construct within him a fabric of understanding, truth and character. The success of the teacher in doing this depends upon the number and character of his tools and upon his deftness in handling them.

So it is with the student. To succeed he must learn gradually to hew his own way, to clear his own forests, to build his own avenues and to construct his own wisdom. All this requires tools—work-study skills we call them.

Education cannot be inherited, it cannot be thrust upon one—it must be worked out by each individual under the guidance of skilled teachers not in a year or two, not in a decade, but in a lifetime of study, research and thinking.

Now, where are the tools that one needs to use in this independent study in the first grade, in every grade and in his adult years? They are (1) the ability to read; (2) the ability to think; (3) the ability to interpret. In general, work study tools include an understanding of how to use all information learned on one level, in study on another.

Reading is a tool. The ability to work out new words through the use of phonics and context clues is another. Likewise, the ability to spell unfamiliar words through the application of syllabification and phonics; the ability to speak clearly; the ability to write accurately; the ability to interpret; and the ability to read maps, charts and globes are valuable tools that students and adults need.

The educational process consists of four phases; namely (1) supplying the child with all the work-study tools he needs; (2) seeing to it that the use of all tools, including academic truths, reference, material, maps, dictionaries, charts and texts, is absolutely mastered; (3) teaching the child how to use these tools in further study; and (4) developing the elements of character, culture and thinking. This lays the foundation for independent study throughout school and through-out life—a very worthy achievement in any man's language.

THESES CHECKED WHILE YOU WAIT

JOHN BARTON TOWNES

FOR many years numerous writers of textbooks on the principles and practices of teaching have concerned themselves with the question of how much time students should be expected to devote to assignments outside the classroom.

What is woefully lacking, it seems to me, is a discussion of how much time teachers should be expected to devote to examining and evaluating the results of such assignments.

What first set me thinking along this line was the reaction of a certain young man whose identity I shall conceal under the name of Homer. When he was about half way through his course in economics, Homer became the busiest student I have ever known. Each member of the class was required to write a term paper of four thousand words, and this lad, choosing as his subject *An Examination of the Economic Ideas of Silvio Gesell*, went "all out" for the highest mark. He read a dozen or more books, among which were Adam Smith's *Wealth of Nations*, Karl Marx's *Capital*, and Henry George's *Progress and Poverty*; he corresponded with Professor Irving Fisher of Yale and a few other American economists who are familiar with Gesell's background and theories; he spent his week-ends outlining, writing, and revising.

I was not at all surprised, therefore, when, at the end of the term, Homer's paper was given a coveted *A plus*. In fact, this was the outcome I had anticipated.

But what I had no way of anticipating was the attitude of this same student about six months later toward the writing of a term paper of five thousand words on some phase of American history. When I learned that he had decided to write on *Utopian Movements in the United States*, I took it for granted that he was going to read such books as Nordhoff's *The Communistic Communities of the United States*, Lockwood's *New Harmony Communities*, and Codman's *Brook Farm* and again devote every spare moment to planning, writing and refurbishing. What actually happened was that he did no reading at all, gave little or no thought to the assignment during the ensuing twenty weeks, and then, with the deadline less than twenty-four hours away, ground out the required wordage in two sittings.

My informant in the matter was Homer himself. Approaching me a few days prior to commencement, he said that there was something he just had to tell me.

I listened to his story, the gist of which I have already set forth, "But why? It is so unlike you to do a thing like that. Heavens,

when you worked on that term paper on economics you didn't even take time out for chess or badminton!"

"I'm so glad you've brought up that paper on economics," he continued. "It was my experience with that assignment that accounted for my reaction to the one in history."

"But I don't understand," I said.

"Well," he elucidated, "as you know, I had Mr. Blank for history as well as for economics. In other words, it was he who gave both assignments."

I nodded.

"And you know the amount of work I did on that paper on Silvio Gesell. In fact, you've just referred to it. But what you don't know is that Mr. Blank read through my paper and seven others in less than an hour.

"But how do you know that?" I asked.

"Well, as required, we all handed in our papers at the beginning of our last period in economics, just before we sat down to take our final examination."

"And?"

"And," he explained, "while we were at work on the examination, Mr. Blank sat at his desk and hurried through paper after paper."

"But how," I inquired, "did you know that yours was among those read at that time?"

"Because mine was the only one with a red cover. I timed his reading of it. What I had spent months on, outlining, writing, and rewriting, he romped through in eight minutes. That cured me. That's why I did that history paper in about four hours, without any previous preparation. Even that, I think, is too much time to give to a piece of writing that is going to be read in such a hurry."

Mr. Blank was both unfair and unwise. His unfairness lay in his superficial appraisement, in from eight to ten minutes, of a theme on which a student had spent many days, weeks, or, in a case like Homer's, even months; his unwisdom, in making superficiality so evident by grading the papers in the classroom.

Nor should the latter part of the foregoing statement be taken to imply that Mr. Blank would have been less blameworthy if he had graded the papers in the privacy of his home. Cursorily examining the results of assignments is unmitigatedly wrong under the circumstances.

Highly laudable, on the other hand, is the practice of one of Homer's teachers at college. That this man devotes considerable time to the grading of papers done outside of the classroom, no student has the slightest doubt. In his lectures, he quotes from Student Smith's theme on totemism or refers to certain salient points in Student Jones' paper on *sororal marriage* or in Student Brown's dissertation on *schizophrenia.*

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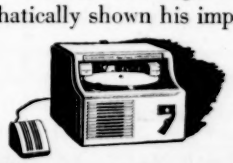

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"This is all very inspiring," Homer wrote to me the other day. "It makes me forget Mr. Blank's superficiality and renews my faith in teachers. Right now I'm working day and night on a six-thousand-word paper on *fetishism*."

I am aware, of course, that not every one is endowed with the mnemonic ability required to recall passages from students' disquisitions. However, a teacher needs no special gift to evaluate the results of his own assignments.

ACROSS THE OFFICE DESK

MINOR ACCIDENTS

JAMES N. EMERY
Principal, James C. Potter School
Pawtucket, Rhode Island

It was only a rounded pebble on the walk that led to the street. Five hundred youngsters came out of the school door, joyous that the day's session was over. A girl stepped on the pebble, lost her balance, and fell headlong on the concrete pavement. Her forehead was cut open and needed half a dozen stitches to close the cut. Who was responsible?

No one could have foreseen that the tiny pebble would be in her way—certainly no one could be expected to take her arm and guide her down to the sidewalk You don't pack children in cotton wool these days.

A girl waited for the doors to open before the school session. She and two others played around the framework of some playground swings in the yard. One of her companions gave her a playful push—her arm struck the metal framework and a serious fracture of the forearm resulted.

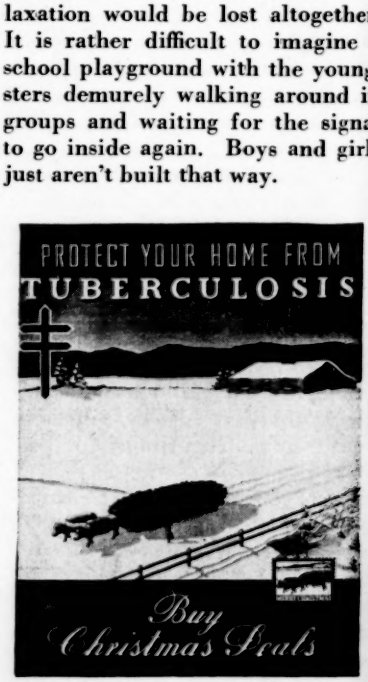
The girl who was responsible for the careless push would be the last one in the world to wish injure to her playmate. It was not even time for the teachers to report at the building. Could such an incident have been foreseen, or would any sort of supervision have been able to prevent it? Yet it is something that *could* happen almost daily.

The parents in these and similar cases have an apparent justification for being seriously disturbed. They have substantial doctor's bills to pay. Yet when eight hundred to a thousand youngsters congregate, the accident toll is just as certain as that among eight hundred homes there will annually be a greater or less number of cut fingers, stomach-aches or falls over slippery rugs.

There are certain games that in themselves contain the element of potential danger—that need either restriction or modification on the grounds. There are also otherwise innocuous games—tag, prisoner's base, run-sheep-run, which children have played almost since prehistoric days, which yield their constant quota of accidents—falls, cuts, even broken bones. The writer has known cases of a broken ankle in playing the comparatively harmless game of hopscotch—a teacher whose abrupt turn on her heel was responsible for a fractured tibia—a clergyman's wife who sustained severe injuries by merely walking down a church aisle. Could the result in these cases have been foreseen and avoided by ordinary precaution?

No one would seriously consider prohibiting playing games or racing in the school yard because of an occasional injury, any more than banning the use of washing-machines because occasionally a careless user gets her hand jammed in the machinery. No teacher could be expected to follow around each individual youngster in the yard, to give him a personal protection against accident. This would be both absurd and impractical, although some parents might feel this is a teacher's duty.

A friendly scuffle, even a "las' tag," may send the youngster down upon a hard surface, with an abraded skin, a sore and bleeding knee, or even a broken bone, as a result. Absurd, of course, to think of prohibiting all scuffling and running in the yard, lest some one be hurt. In such a case the idea of fresh air and a few minutes' relaxation would be lost altogether. It is rather difficult to imagine a school playground with the youngsters demurely walking around in groups and waiting for the signal to go inside again. Boys and girls just aren't built that way.



NOTES ON CURRICULUM BUILDING

CLAIRE WHITNEY

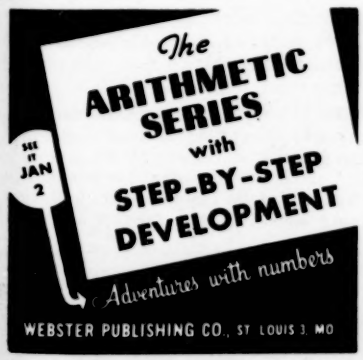
THE trend in curriculum planning is away from the old hierachy of "authority"—set plans sifting down from the administrators through the teacher to the pupil. The new way is to start with the pupil and his needs, go through the teacher to the administrator, and pick up the parents and community somewhere long the line. To be more specific, the order allows for teacher-pupil planning, teacher-supervisor planning, teacher-community planning, ad infinitum, until everyone has had a chance to put in a word—theoretically, anyway.

It is not news that there has been a cultural lag in education. We as teachers, while holding on to what is valid in the culture of the past, must realize that change is always present whether we want it or not. In the past too much of this change has been haphazard, and for that reason it has been a destructive rather than a constructive force. Organized education is one of the agencies whose privilege it is to introduce planned change. If we take a common sense, practical view, we organize in order to direct change in education toward the goals we wish to achieve.

To accomplish this, the curriculum must be flexible enough to bridge the gaps between different creeds and backgrounds, between young and old. Everyone must have a part in planning it. What is important for you, may not be important for me. How is the individual going to know what is important for him, until he has done a little experimenting? How is he to learn what to discard and what to hold on to?

Youth should have a voice in the making of the curriculum. The social structure which is being built is the one in which today's young people are to live. In a democracy it is important that youth be given the right to decide what kind of structure it is going to be. You can't just pick democracy off a tree, like a ripe apple, and hand it to the child. He must be an integral part of it. He is a new being who will change society, which will in turn change him. When different aims and objectives are set up, the child has a right, and a duty to have some say about what they shall be. His goals may, or may not, seem worthy to us, or as valid as some we have set up. But who is to decide on the validity? Valid for him or for us?

The school curriculum should be based on the needs of individual children, as well as groups. The assembly line method is efficient, but efficient for what? Do we want masses of citizens at the same degree of literacy, or do we want individuals? How can we develop leaders, unless our curriclum make



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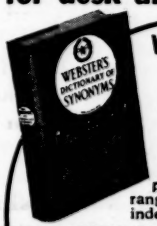

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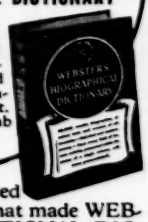

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some provision for individual development and growth?

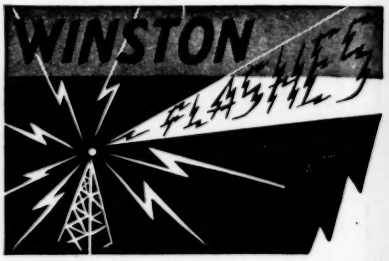
Future needs are to considered as well as immediate needs. So many of the schools operate on the assumption that what was good enough for the parents is good enough for the children. But Papa and Mama lived in a different world. Jimmie and Barbara have problems to face that Papa and Mama never dreamed of. They have a right to demand of the schools that they be given the guidance they need for their present problems, and that they be given some sort of preparation to meet and face the problems of the world in which they are going to have to live. It isn't fair that we keep the children occupied with "busy-work" because we, as educators, are unable to find the answers and to fill their needs. They need real preparation, and we must find out just what is needed and must prepare ourselves to administer it.

The things that children do in school must have meaning to the children themselves. They are not satisfied with a spelling lesson consisting of a list of unrelated words. They want to know how to spell the words they hear spoken and the words they want to use in their writing, here and now. It doesn't matter whether a word belongs to the Gates list, or whether it is a one-syllable or a six-syllable word. The question is, "Is the word useful to me? Does it express what I want to say? Is this knowledge going to be of service to me?" I have been trying to teach a backward seven-year-old how to master the spelling of one-syllable words in the "required" list, without much success—not daring to introduce a two-syllabler. Quite by accident I learned he had no trouble with the spelling of "radar," "bubble-gum," and "stinker."

The curriculum must provide for a closer tie between the home and the school. There is no point in teaching a child to speak correctly in school if he falls back into slovenly and incorrect speech at home. The school can't hope to progress much further than the community it serves. Parents and laymen are usually eager to participate in the school program if they are approached in a suitable manner. Everything should be done to bring the school and the community closer together. The classroom teacher is probably the best one to bring this about. Through the child she can gain sympathetic access to the parent. The children will be helped not only in tangible ways through a better understanding of their needs, but the solidarity of parent-teacher cooperation will give the children a feeling of security.

It is not enough to get a school program working smoothly and say, now we have a good program, we can forget about program making and retire or busy ourselves with something else. Every day is check-up day for the program. It must be weighed in the light of new ideas and changes within the community. What was a good program before the war, may not be so good now in the light of changes that have been brought about by the waging of the war and its sequel. What is a good program today, may not be the best program for tomorrow.

It is the school's job to educate the parents and other citizens as well as the youngsters. Much of this can be done through the children and parent participation in the school program. Some by direct adult education. Some by spreading propaganda through the press and the radio. Some by other community agencies. It must be done on a cooperative basis if it is to be effective and lasting—the school helping the citizenry, and in return receiving advice and aid from the citizens. Both must cooperate to find out the children's needs, and seek practical ways of satisfying these needs in the light of present social conditions.



NOVEMBER 9-15, American Education Week: Theme, *The Schools Are Yours.* Topic for Armistice Day: *Building America's Future.* No better foundation for that building is available than application of the immortal words of those historical documents en route to you on the Freedom Train.

AFRICA'S CONGO boasts several railroads. Landing fields and roads for trucks are being built. NEIGHBORS AROUND THE WORLD, new fourth grade geography, tells why.

GI BILL OF RIGHTS produced one unexpected phenomenon. It placed 188,000 children under school age on the college campus.

PHILADELPHIA papers headlined a new course of study in arithmetic—first change in 21 years. The course centers around use of manipulative devices such as are included in NUMBER AS THE CHILD *Sees* IT

HIGH SCHOOLS have jumped in enrollments 914.3% since the turn of the century. That is one reason for more teachers and better salaries for all teachers.

AWAY with middle-class elegance that insists on calling an *en*velope an *on*velope. Our favorite WINSTON DICTIONARY says an envelope is an ĕn-vĕ-lōp, and that's that.

VOCABULARY consistently repeated creates easy reading. 49 of the 52 words originally introduced in the Pre-primer are found in the Sixth Reader of EASY GROWTH IN READING.

295,000 is the estimated number of U.S. tourists to Europe this year, despite limited transportation.

"NOW terror and fear, atomic energy is yet to be controlled to work for man." This succinct statement by Dr. Franklin B. Carroll in his new INTERPRETING SCIENCE SERIES inspires and challenges young scientists.

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The News Digest

OF EDUCATION IN ACTION

Regents Set Up Graduate Study Program

ALBANY—Dr. Francis T. Spaulding, State Education Commissioner, has been authorized by the Board of Regents to approve fifth-year programs of study leading to the degree of master of education for elementary school teachers of special subjects, in extension and summer sessions at the state teachers colleges.

It was explained that the purpose was to enable classroom teachers to improve their standards and quality of teaching so as to be eligible for the additional automatic salary increments provided for on that basis in the new salary law for teachers.

College Students Hear Prof. Quiz Politicians

PRINCETON, N. J.—Prof. Kenneth Hechler and his 55 Princeton students in political science planned a new telephone hunt for the nation's politicians. Equipped with a public address system connected to long distance lines, Professor Hechler said he wanted to talk to some of the nation's political leaders and let his class listen in on the comments.

Carrol Reece, Chairman of the Republican National Committee, and James Farley, former Democratic Party Chairman, found themselves on two ends of a three-way telephone conversation in the first of the new-type classroom discussions.

Both Mr. Reece in Washington and Mr. Farley in New York readily answered the professor's questions on political parties, their importance, strength and public policy, while the entire three-way discussion was carried to the class over the public address system.

Hunt Toning Up Chicago Schools

CHICAGO —A move to inject fresh life into the direction of the Chicago schools was made by the Board of Education as it called for examinations to fill fifty-five vacancies for elementary school principals. The examinations will be the first since 1937 and the first open to qualified persons outside the city since 1926.

Superintendent Harold C. Hunt, who set the examinations for Dec 22-23, said acceptance of candidates from outside Chicago would provide the "best administrative talent available in the country for the Chicago schools."

Plans for distributing a bonus totaling $1,879,559 to about 15,000 Chicago public school teachers and teaching executives also has been approved by the Board of Education. A $200 maximum limit was set on payments to the board's highest salaried executive personnel.

The money made available by the State Legislature for emergency distribution to teachers, will be paid out this month in separate checks to all eligible employes.

Nine-Man Board to Rule Bay State Education

Boston—After almost thirty years of Governor-appointed Commissioners, Massachusetts has revamped its education department into something like what it was from Horace Mann's day until 1919. In short, the seven-man Advisory Board of Education has been replaced by a nine-man board which, after January 31, 1951, will elect Commissioners. That is the date when Commissioner John J. Desmond's term expires. Succeeding Commissioners will be privileged to name their own deputies. Since governors will appoint one member of the Board of Education each year, it is unlikely that any one executive will obtain control of the board. In Governor Bradford's words, accompanying the names of the new Board of Education: "The bill is designed to set up an umbrella of unpaid boards under whose protection and direction our Department of Education can operate with complete freedom from political pressures."

The new board, like its predecessor, is composed of citizens of high standing, representing different racial and religious groups and combining much knowledge of educational administration and public affairs in general. Here is the list:—Judge Michael H. Sullivan formerly of Boston Finance Commission, School Committee, etc. one-year term; Dr. David D. Scannell, formerly of the Harvard and Tufts faculties, two-year term; Dr. Walter F. Downey, former state commissioner of education, three-year term; Dr. Frank L. Boyden, principal of Deerfield Academy, four-year term; Grace A. Buxton, member present Advisory Board, five-year term; Dr. Alexander Brin, present member of Advisory Board, six-year term; Julia A. Fuller, seven-year term; G. John Gregory, eight-year term; Dr. William E. Park, president of the Northfield schools, nine-year term.

High Fees Bar Many from Colleges

WASHINGTON, D.C.—According to a recent Office of Education survey, student fees have increased to such an extent that many intellectually capable young people are unable to attend college. Dr. John Dale Russell, Director of the Division of High Education, pointed out that the trend is toward limiting college education to children from high income families.

Two outstanding developments were revealed by the survey. Student fees now provide for half, rather than one-third, of the total annual expense bill of colleges. Of these fees, the Federal Government paid more than half during the current year. The rate of tuition charges has been steadily increasing over a long period, partly because state and philanthropic grants have not increased in proportion to enrolments.

Many States Pass Laws Affecting Public Schools

In the last year, at least 44 state legislatures have made noteworthy changes in the status of teacher and pupil.

New or liberalized retirement plans were authorized by 27 States. Increased State contributions, with consequent decreases in contributions by individual teachers were provided additional categories of teachers were permitted to join the plans and credit granted for war connected or prior services. In addition, increased allowances were made to teachers now on the retirement rolls.

In the matter of professional standards, Arkansas provided for progressive raising of certification requirements after July 1, 1948. Idaho made four years' college training mandatory after Sept. 1, 1955, and Nevada sought to eliminate emergency certificates "as soon as possible."

Both Maryland and Arkansas ruled that classes should be cut to an average of 30 pupils.

Illinois and Virginia prohibited the dismissal of a woman teacher because of marriage, while Connecticut barred discrimination in employment because of race, creed, or color. South Carolina gave teachers legal remedies in cases of salary discriminations.

New York, Ohio, Pennsylvania, and Texas passed laws outlawing teacher strikes. Texas also outlawed collective bargaining.

A number of state legislatures increased appropriations for vocational education. In Vermont, this increase for the biennium went from $35,000 in 1946-47 to $65,000 in 1947-1948, and to $75,000 for 1948-1949. In Texas, the State Legislature increased its appropriations more than 65 per cent.

New York, Pennsylvania, Maryland, Tennessee, Delaware, West Virginia, and Rhode Island voted to increase salaries of vocational teachers.

Nearly all states made some provision for school financing. Delaware, Indiana, and Nebraska provided state funds for school-building construction. North Carolina authorized districts to utilize bonds and taxes to purchase "garages, teacherages, and lunch rooms."

Navy Lends Ship To New York Schools

NEW YORK—The John W. Brown, a Liberty ship berthed in the East River is operating here as a part of the city's public high school system with 30 boys all younger than 18, trooping aboard for classes.

The former troop carrier, reportedly the first American vessel to be turned over to a public high school, will remain ready to sail within 48 hours under an agreement by which the U. S. Maritime Commission technically laid her up in care of the Board of Education.

The maritime students are seniors in the maritime trades courses at the Metropolitan Vocational High School in Manhattan.

Want Teachers With Sense of Humor

GREAT BARRINGTON, MASS.—Possession of a sense of humor outranks all other factors, including knowledge of subject, as the most desired requisite for a teacher, male or female, according to a poll taken recently among 212 students enrolled at the new Berkshire Hills Junior College for Women, here. Ninety per cent of the students placed a sense of humor first. In second place they put presentation of subject matter.

Teachers Wouldn't Cross Mothers' Picket Line

LEECHBURG, Pa.,—One hundred and sixty-five pupils received a "holiday" at the Georgetown grade school in nearby Gilpin township—thanks to the picketing ability of their mothers.

About 25 mothers set up picket lines around the three-building school in what they termed a protest against the combining of the third and fourth grades after eighth grade pupils—who had been sent to a more modern school—were returned to Georgetown.

Principal Andrew Burlando said the eighth grade change was made to save transportation costs and asked the pupils as well as their teachers—who refused to cross the picket lines—to return to classes.

High School Course In College Catalogues

A course for seniors at the Canton (Ill.) High School is college guidance, its purpose being to aid each prospective college student in choosing the college best suited to his or her personal needs and interests.

Among the topics discussed during the two-month course are scholarship requirements, costs, living conditions and the relative merits of large or small colleges.

Many college catalogues are studied says "The Canton Daily Ledger," thus aiding the students to evaluate different colleges and decide upon the place where they can find the instruction they are seeking.

Babson's Utopia U. Has 2 in First Class

EUREKA, Kan, Roger W. Babson's Utopia College got off to a "good solid, slow start" with enrollment of two co-eds.

Utopia was founded by Mr. Babson as a sort of atomic bomb refuge for the statistician's records and papers and as a school for students specializing in business affairs. Mr. Babson, seventy-two, said he was far from disheartened by the inauspicious beginning.

"Why, I started Babson Institute in Boston with only five students," he said, "and now it covers several acres."

Students' Bad Marks Worry Wives

LOUISVILLE, Ky.,—Once it was irate fathers and tearful mothers who called upon Dean J. J. Oppenheimer of the University of Louisville to inquire why Junior was about to flunk out of school.

Today Dean Oppenheimer says he's plagued with weeping wives, worried when hubby brings home a bad report card.

The Dean says he has been lucky so far because veterans' wives haven't brought the children along to plead daddy's case. "I'm expecting that almost any day," he added.

Such cases aren't the rule, Dean Oppenheimer continued, because university records show that veterans as a group are above average students.

Extra Use for Business Machines

LONDON—Officials at an office machinery display at Dartford, Kent, were puzzled when they noticed a great many school boys were attending the exhibition.

They investigated and found the boys were doing their home work on an electric adding machine.

Pinch of Poverty Not Good for Profs

BALTIMORE—Professors' "privations" are "not so good for education," says Mrs. Mildred McAfee Horton, president of Wellesley College.

"Free minds cannot be trained by professors who are not free from pinching material privations," Mrs. Horton told the Baltimore Wellesley Club.

"Pinching may be magnificent so far as the development of character is concerned, but it is not so good for the best of teaching," she said.

Parochial Schools Lose Pennsylvania Fight

WASHINGTON—The Supreme Court dismissed without comment an appeal which sought to overthrow a ruling that Pennsylvania School Boards are under no obligation to provide free transportation to children attending parochial schools.

The case was dismissed on the motion of Paul Connell, who had challenged the ruling in an effort to get free transportaion for his 11-year old daughter, Catherine, a pupil at St. Patrick's Parochial School in Chester County, Penn.

The effect of the Court's action is to leave unchallenged the ruling against free transportation for Pennsylvania school pupils.

Blames Parents For Poor Films

SPRINGFIELD, MASS.—Parents are to blame for the mediocre, and many times harmful motion pictures which are shown for children in the theaters of this city.

This is the opinion of Dr. Alden H. Blakenship, new School Superintendent, who is beginnning his first full year as director of this city's schools.

It is the conviction of Dr. Blakenship that parents should exert more control over the films which their children are permitted to see. He also believes that the hours during which children may attend the film theaters should be regulated.

Officials of the Springfield Motion Picture Council, composed of delegates from the Parent-Teacher Associations of the city, have exerted efforts for some time to improve films here. However, the Council said that the co-operation of parents has been lacking in many respects. A movie appreciation program was started in the schools but proved to be unsuccessful because parents failed to realize its importance and did not give the course the support it required.

"Great Issues" Course Inaugarated at Dartmouth

HANOVER, N. H.—Dartmouth College has put into effect a major curriculum change with the inauguration of its new "Great Issues" course, required of all seniors with the intent of giving them "an urgent sense of their primary public duty as educated men."

Dr. John Sloan Dickey, president of Dartmouth, will serve as course director and will assume an active teaching role during the first year.

According to Dr. Dickey, the course will "relate undergraduate education to the responsibilities of adult living. The lectures and discussions will present issues confronting the public-minded man who is concerned with the maintenance of the peace, the building of a sound economic order, and the search for moral values which will enable our culture to survive."

As outlined in the lecture schedule for the year, the course is divided into six main sections, the first of which consists of two introductory lectures by Archibald MacLeish. Then follow sections on Modern Man's Political Loyalties, The Scientific Revolution and the Radical Fact of Atomic Energy; The Internationl Aspects of World Peace; American Aspects of World Peace; and Values for the Modern Man.

An important aspect of the Great Issues course is the emphasis it will place upon the use and analysis of public information resources.

A Public Affairs Laboratory has been installed in Dartmouth's Baker library where government publications, newspapers and periodicals, and private group literature will be studied and compared as to scope, intent and reliability. All seniors will be required to read The New York Times or The New York Herald Tribune daily.

Other required reading during the first semester will include, "A Free and Responsible Press," the United Nations Charter, The Acheson-Lilienthal and Baruch Reports on the control of atomic energy, John Hersey's "Hiroshima," E. B. White's "Wild Flag," and such basic documents as the Declaration of Independence, the Communist, and Mussolini's statement on Fascism.

Wisconsin Air School Features State History

MADISON—The 17th year of the Wisconsin School of the Air will be keyed to the celebration of the Wisconsin centennial, according to the school's director, H. B. McCarty, of radio station WHA at the University of Wisconsin.

During the school semester the in-school broadcasts will include a special series "On Wisconsin," which will give a picture of the Badger state as she approaches her second century. During the whole year weekly programs will carry the thread of progress in Wisconsin.

School broadcasts are heard by classes ranging from kindergarten through eighth grade. During the 1947-48 school year enrollments are expected to top last year's 361,257 pupils in 19,194 classes.

St. Petersburg Boasts Fresh Air Schools

ST. PETERSBURG, FLA.—First southward movement of winter residents into this Gulf Coast resort area is underway, as whole families are arriving from northern states to enter children in St. Petersburg's "sunshine" schools. No tuition fee is charged nonresidents.

Nearly all public schools here are of the semi-outdoor type, with corridors fronting on open air courts and class rooms flooded with fresh air and sunshine during the entire school term. Most private schools are completely outdoors, with classes held under shady trees or pergolas.

Vermont Club Women Recruit Teachers

PROCTOR Vt.—Because of the need for teachers, a campaign to interest prospective students in attending the Vermont State Teachers College in Castleton, Vt. will soon be launched by the Southwestern District of the

IQ's of Adopted Children Reflect Environment

DETROIT—A score for the environment-makes-the-man school of thought was registered in a report concerning the "above average" mental development of adopted children whose natural parents "did poorly in school."

Psychologists Marie Skodak of Flint, Mich., and Harold M. Skeels of Denver, Colo., described results of intelligence tests made on 100 adopted children in Iowa at periods from babyhood to early adolescence after they had been placed—in infancy—in foster homes. The adoptive parents were "above average educationally, economically, socially and culturally."

The children "were primarily illegitimate children from below average social and economic levels," but "in nearly all cases (they) had never lived with their natural parents."

The intellectual level of the children "has remained consistently higher than would have been predicted from intellectual, educational or social-economic levels of the true parents," the psychologists told the 5th meeting of the American Psychological Association.

"And (it) is superior to the mental level of children in environments similar to those in which the natural parents grew up."

They added without amplification that:

"The (average) intelligence quotients of the children are the same as or higher than the I. Q's of own—children in social-economic levels similar to those of foster parents."

They said further:

"The educational or occupational data for foster or natural parents are not sufficiently refined in the typical social history record to predict the course of mental development of the children. Other factors, primarily emotional and personal, appear to be more significant."

"The implications for placing agencies are reassuring," they concluded, "and justify a policy of early placement in adoptive homes offering emotional warmth and security in an above-average educational and social setting."

Vermont Federation of Women's Clubs, according to Mrs. Mortimer R. Proctor, Southwestern District Director.

The District's plan for recruitment, is four fold. John Hudrew, President of the College, will address individual clubs, stressing the need for teachers. Attention will also be called to the Federation's scholarships, which would help young people in gaining their education for teaching.

Individual clubs will entertain prospective normal school students with special speakers from the professions and the State Department. The clubwomen also will help in making direct contacts with families of students contemplating teacher's training to encourage them to go forward with their plans.

Yale Cooperates With New Haven T. C.

NEW HAVEN, CONN.—A plan for the improvement of teacher education and for improving the education of personnel for teacher education institutions, has been worked out between the Yale University Department of Education and the New Haven Teachers College.

Dr. Charles Seymour, president of Yale, and Alonzo G. Grace, State Commissioner of Education, termed the two-purpose program "a cooperative working arrangement."

There will be research on problems related to teacher education, child growth and development, teaching procedures in general and development of good school practices.

The administrator of the program will be Dr. Samuel M. Brownell, professor of educational administration at Yale.

$46,800,000 Going For School Lunches

WASHINGTON— The Agriculture Department has announced an initial allocation of $48,000,000 to the states for operation of the school lunch program this year.

Each state must match the federal funds on the basis of its average income. Mississippi, for example, must put up 48.33 per cent. of the federal grant. Such states as California and New York must put up the full 100 percent.

The initial grants by states included: Connecticut, $388,992, Maine, $297,592, Massachusetts $1,030,630, New Hampshire $165,363, New Jersey $959,924, New York $2,472,655, Rhode Island $185,988, and Vermont $120,987.

Periodicals Are Playing Textbook Role in West

SAN FRANCISCO—The traditional school textbook, long the principal medium of classroom instruction, is receiving competition from newspapers, magazines, and other current materials, according to a report issued at Stanford University. The use of publications, films and radio resulted in improved student interest, participation and leadership.

Based upon an eighteen-month survey of sixteen California high schools, the study indicates that students in English, science and social-studies classes have learned it easier when they used current materials. Greater resourcefulness and initiative among students were also reported.

Philadelphia Kids Count with Blocks

PHILADELPHIA — Philadelphia's school children are getting their arithmetic these days with the help of blocks, acorns and bundles of sticks.

Dr. C. Leslie Cushman, in charge of the Curriculum Office of the Board of Education, said a new series of courses adopted by the first six grades of the city's public schools will enable pupils to obtain a more graphic impression of the use of numbers.

Even the children's lunch period, Dr. Cushman said, will have a "number emphasis" with raisins, milk bottles, and other food items replacing the classroom blocks.

Hopes of No-School Steamrollered

AUBURNDALE, MASS.—The hopes of pupils of the Charles C. Burr School here that they could all go home if it turned cold, since new boilers were being installed and the heating system presumably wouldn't work, were dashed recently. School authorities borrowed a steamroller from a Medford firm, parked it outside the building and had it fired up so it pumped steam into the classroom radiators.

Norway Rebuilding 200 Libraries

OSLO.—The rebuilding of 200 libraries destroyed by the Nazis is one of the major tasks confronting Norway's Department of Education. Propaganda literature with which library

shelves were filled during the German occupation has been weeded out and replacements are being sought for books burned by the Nazis.

Many of the 150 school libraries and 50 public libraries to be restored are in Denmark where there was widespread destruction by the Germans during evacuation. A fund established in America is being used, in addition to 1,000,000 kroner granted by the government, for restocking these institutions. Norway's law provides that all school with more than 12 pupils must have libraries.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, March 3, 1933, and July 2, 1946, of The Journal of Education, published monthly, September to May, at Boston, Massachusetts, for October 1, 1947.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 8 Beacon Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 1st day of October, 1947.

KATHRYN R. KEHOE,
Notary Public.

My commission expires July 1, 1954.

Teacher Exchange On Sterling Basis

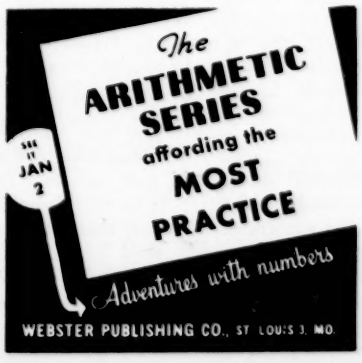
WASHINGTON, D.C.—One hundred twenty-three U. S. teachers, selected by the Committee on Interchange of Teachers between Great Britain and the United States have taken up their duties in England. This represents an increase of 49 teachers over last year's program which provided for 74 exchanges of position for teachers from 29 states. British teachers are filling positions in elementary and high schools in 31 states.

According to U. S. Commissioner of Education John W. Studebaker, "Enthusiastic reports from last year's exchange teachers indicate the value of the program in interpreting our education and our way of life to the people of Great Britain. From the standpoint of the individual exchange teacher, the experience is stimulating and enriching."

English Test For Foreign Students

WASHINGTON, D. C.—In response to the need for a means of determining the English language proficiency of foreign students before they come to this country, the College Examination Board has prepared an English Examination for foreign students. It will be administered for the first time in November, 1947, at between fifty and one hundred examination centers established in all parts of the world, except where political and currency conditions interfere. The examination will be given again in March, 1948, and twice a year thereafter.

The primary purpose of the test is to aid educational institutions in determining whether or not a foreign student's knowledge of English is sufficient to permit him to benefit from instruction in the U. S.



Greek and Latin Taught G.I. Way

HARTFORD, CONN. — Intensive methods adapted from wartime language teaching experience are being used for all students beginning study of classical languages at Trinity College this fall.

The improved techniques for teaching Greek and Latin in six contact hours a week rather than the traditional three were developed during a three years trial period. Designed to adjust college teaching to the decline in study of classical languages in secondary schools, the new methods permit students to complete basic grammar studies in one term and begin cultural readings in Greek or Latin during the second half of the freshman year.

Penny a Ride On Fire-Drill Slide

OKLAHOMA CITY—Fire drills at Emerson grade school are so much fun that pupils pay to have them.

The school installed one of those rotary metal escape chutes—like a super de luxe playground slide.

The kids can ride all they want—at a penny a slide. The cash goes into a school lunch fund.

In case of fire the ride is on the house.

PTA Thinks More Dollars Would Help

BOSTON—Expenditure of millions of additional dollars to bring America's public educational system up to standards "called for by our times" was urged at the 38th convention of the Massachusetts Parent-Teacher Association.

Educators admitted in addresses that a lack of community support behind local systems was leading to deficiencies in methods.

Charles W. Phillips, a vice-president of the National Congress of Parents and Teachers, estimated that under current inflated currency only one-half as much as before the war was being spent on education. "We are spending twice as much on crime today as on education and churches put together," he said. "But wouldn't it be cheaper to prevent the crime by education in the first place? If education pays dividends, we ought to spend more and get more returns."

'Understanding Science' Course at N.Y.U.

NEW YORK—A program of adult education intended to meet the need for broad cultural knowledge rather than specialized training is being offered by New York University's Division of General Education. A two-year course in "Understanding Modern Science," the first of three courses being planned, has been introduced this fall.

Based upon the suggestion of Dr. James B. Conant, president of Harvard University, calling for a "widespread understanding of science," it will attempt to interrelate concepts and methods common to all branches of science. The other courses will be introductory in nature and will deal with contemporary civilization and the arts.

40 Boys to Build House for Teacher

WEYMOUTH, MASS.—The housing shortage has no immediate peril for Wallace T. Driscoll, a member of the Weymouth High School faculty.

Forty students of carpentry at the Weymouth Vocational School will soon begin to build Driscoll a new $10,000 home, all the materials to be purchased by the teacher. Instructor Charles P. Piper will supervise the project and the carpenter's union, having given approval, will turn its back on the whole thing.

Radcliffe Offers College Teaching Course

CAMBRIDGE, MASS.—Radcliffe College is sponsoring this fall for the first time an experimental course in problems and methods of higher education, designed to assist its graduate school students to prepare for teaching in colleges. Lectures will be given once a week through the middle of December by members of the Harvard-Radcliffe Faculty.

The purpose of this extra-curricular course is to present actual classroom problems and situations, and it is entirely supplementary to the specialized training a graduate student receives in her particular field of study.

Some of the topic to be covered include "The Place of the College and University in America Today," "Education and Democracy," "The College Teacher and Professional Societies," "The Future of General Education in the American College," "The College Teacher and Study Abroad," and "The Young Instructor in the Faculty —Faculty Organization."

N. E. Teachers Booked for Springfield

SPRINGFIELD, MASS.—On Friday and Saturday, November 7 and 8, the annual fall meeting of the New England Association of Teachers of English will be held here, with headquarters at Hotel Kimball. At the Friday afternoon meeting there will be a demonstration of the Springfield Plan. Mr. Clarence Chatto, the principal of the Springfield High School and the co-author of *The Story of the Springfield Plan,* will be the presiding officer and commentator.

At the Friday dinner, Richard Eberhart will read from his poems, and G. Chychele Waterson, Head of the Department of English at the Brooks School, will speak upon "The English Teacher and the Art of Prose." For the Saturday luncheon program, Bartlet, Hayes Jr., curator of the Addison Gallery of American Painting, has chosen for his subject "Image and Imagination: a few observations upon the humanities."

Luncheon and dinner reservations may be obtained from Trask H. Wilkinson, 177 Buckminster Road, Brookline, Mass.

Grins Between Grinds

BLESSED ASSURANCE

The preacher read off the usual string of announcements, finally stating that a lady's watch had been found, which the owner could recover by applying to Deacon Jones after the service.

"And now let us join in singing No. 357, 'The church her watch is keeping.' "

GONE ASTRAY

Bruce, at the tender age of five, was very fond of raisins. One day his mother went to the cupboard, and found the box empty. She asked Bruce if he knew what had become of them.

"I saw an animal come in and get them and eat them all," said Bruce.

"What kind of animal?"

"One of Jesus' little lambs."

TRUTH COMES OUT

No sooner is a freshman seated in his first classroom than he encounters a set of questions designed to reveal his inmost soul to the dean or some folksy instructor.

A Princeton freshman, being thus asked why he came to Princeton, replied:—"Mother liked the trees."

NOT TIL LATER

Three-year-old Willie had taken his mother's powder puff and was making himself up, as he'd seen her do. His five-year-old sister came in, looked at him a horrified moment, then snatched the puff from his hand.

"Only ladies use powder," she scolded. "Gentlemen wash themselves."

BRASH TACKSH

An intoxicated gent sidled over to the traffic officer and asked: "Offisher, could you pleashe tell me where I am?"

"You're at the corner of Forty-second Street and Broadway."

"Cut out the detailsh. Wha' town ish it?"

PRACTICALLY A SPINSTER

Jackie returned home from kindergarten. "Mother," he said excitedly, "you know Bobby, who's in my room? Boy oh boy! Does he love Sally! He sits with her every day on the bus and holds her hand."

"And who is Sally?" asked his mother. "Is she in kindergarten, too?"

"Oh, no!" said Jackie. "She's an *older* woman. She's in first grade!"

THAT GOES FOR OTHERS

They say George B. Shaw once was annoyed in a restaurant by a loud orchestra. He summoned a waiter.

"Does that orchestra play anything on request?" Shaw asked.

"Oh, yes, sir!"

"That's fine, just fine," smiled GBS. "please tell them I requested them to play dominoes."

STOP WATCH

Frankie wanted a watch, and he teased so hard for it that his father finally ordered him not to mention that word again.

Frankie obeyed the injunction with difficulty.

The next morning at family prayers there was a round of Bible verse and when Frankie's turn came he piped up. "What I say unto you I say to all. Watch."

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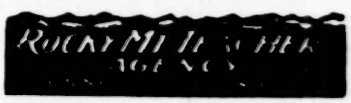

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